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ABSTRACT

The purpose of the project was to provide instructional and technical services directed towards remediation of problems associated with motivation, recruitment, and retention being encountered by 57 individuals affiliated with rural adult basic education programs in Regions 7, 8, 9, and 10 of the U.S. Department of Health, Education, and Welfare. The project consisted of a two and one-half weeks training institute in Iowa City, a technical assistance follow-up program for the contract year, a twelve month extension, and this summary report. Included is a complete description of the institute (staff, participants, facilities, program); reports on the technical assistance project, the extension activities, a ten page selective bibliography of resource materials for adult basic education, and a list of films available at the Institute. (AG)

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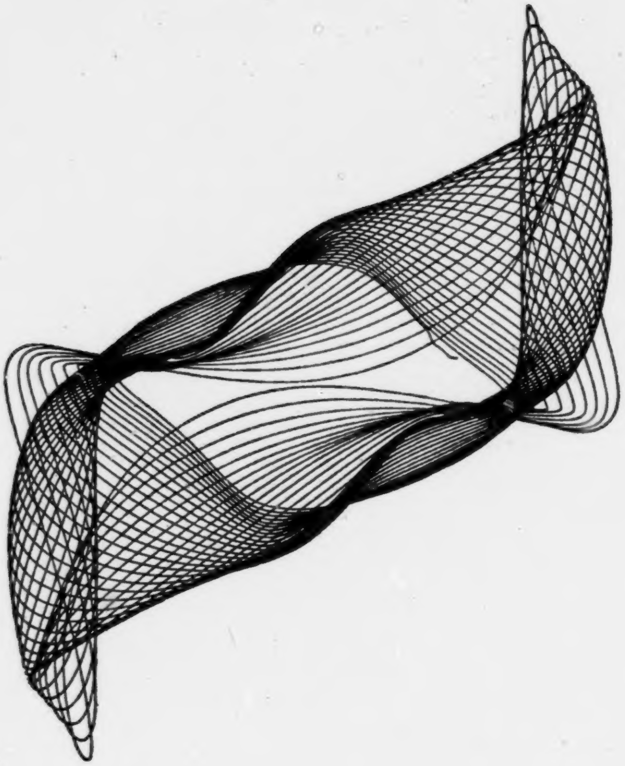

FINAL PROJECT REPORT

1971-1973

Institute For Teacher Training in Adult Basic Education

The University of Iowa
Iowa City, Iowa

CE 000 280

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FINAL PROJECT REPORT, 1971 - 1973

INSTITUTE FOR TEACHER TRAINING IN ADULT BASIC EDUCATION THE UNIVERSITY OF IOWA

J. Leonard Davies
Project Director

Funded by
The U.S. Office of Education
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Grant Number OEG-0-71-3425(323)

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INTRODUCTION

Many persons shared in the project reported herein. It resulted from adult basic education teachers and administrators, university personnel, state directors of adult education, USOE Regional Program Officers, and other USOE officials working together in cooperative, helpful ways. The common purpose, simply stated, was to strengthen the adult basic education effort among rural, disadvantaged adults.

The project essentially involved persons working together. The training component was geared to building cooperative working relationships for application in "back-home" settings. The intent, generally realized, was a cooperative experience in which staff and participants became partners in teaching - sharing - learning. Those involved subsequently sought to use similar cooperative approaches in their own communities with varying degrees of skill and effectiveness.

J. Leonard Davies
Project Director

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PART I

SYNOPSIS OF THE PROJECT

PART I

SYNOPSIS OF THE PROJECT

This project involved a group of 57 individuals who were affiliated with rural adult basic education programs in Regions 7, 8, 9 and 10 of the U. S. Department of Health, Education and Welfare.

The purpose of the project was to provide instructional and technical services directed towards the remediation of unique problems associated with motivation, recruitment, and retention being encountered by adult basic education personnel functioning in rural environments and settings.

The project was funded by a grant from the U.S. Office of Education, commencing June 1, 1971 and ending May 31, 1972. An additional 12-month extension extended the project to May 31, 1973.

The major goals of the project were: (1) to upgrade participant capabilities in coping with problems of motivation, recruitment, and retention of educationally disadvantaged rural adults; (2) the development of participant capabilities for involving and mobilizing rural groups and agencies in coordinated motivational and recruitment efforts; (3) the development of participant training and resource capabilities for "back home" applications; and (4) the provision of appropriate "back home" technical services.

It was expected that this project would make the following major contributions to the national adult education effort: (1) create a vital support service for state directors of adult education within the geographic area covered; (2) enhance possibilities for up-grading local level "expertise" through expanded training capabilities; (3) aid in the further development of a body of adult basic education knowledge; (4) serve as an impetus for creating more diversified motivational and recruitment practices; and (5) stimulate field testing and evaluation of locally designed motivational and recruitment procedures for subsequent general dissemination.

The project consisted of four primary components as follows:

a. A specially designed training institute of two and one-half weeks (2½) duration which was conducted on the University of Iowa campus, July 25-August 11, 1971;

b. A follow-up program of technical assistance carried on throughout the program year;

c. A 12-month extension of the project for continued technical assistance to participants in order to maximize the overall value of the project to the national adult basic education effort.

d. A report summarizing and evaluating project activities and outcomes.

PURPOSE OF THE PROJECT

The purpose of this project was to provide appropriate instructional and technical services which would be directed towards the remediation of unique problems associated with motivation, recruitment, and retention being encountered by adult basic education personnel functioning in rural environments and settings.

Various evaluative studies, state reports, and informal communications with program administrators stressed the need for up-grading current field practices in rural adult basic education programs as related to motivation, recruitment and retention. Many program administrators considered the remediation of this need to be of the highest priority. Thus, the decision to focus project efforts upon this need was made in consultation with state directors of adult education and Regional Program Officers in HEW Regions VII, VIII, IX and X.

Common Practices

Varied practices were reported as being used by adult basic education personnel operating in rural areas to involve educationally disadvantaged adults in instructional activities. The more common practices appeared to be as follows:

1. General information about adult basic education was being disseminated in rural areas primarily by carrying announcements and advertisements via mass media systems and by public distribution of printed informa-

tional handout materials.

2. Informal communication systems were also used but to a lesser degree for dissiminating information about adult education. This took such forms as "informational talks" before community groups, "talking up" adult basic education at social gatherings, and urging current students to "inform friends and acquaintances."

3. Primary follow-up efforts to motivate, recruit, and retain educationally disadvantaged adults in rural adult basic education programs were carried on in the following manner:

   a. Other community agencies, usually those whose programs and services were closely allied to the goals of adult basic education, were asked to assist in contacting and referring prospective students.

   b. Currently enrolled adult basic education students were encouraged to bring interested friends and neighbors into the program and to contact and encourage absentee students.

   c. Personnel of other agencies serving as "outreach workers" were used when available to make "door-to-door" visitations for the purpose of inviting prospective students into the program.

   d. Adult basic education instructors contacted prospective students by telephone or by home visitation as leads were provided to them from above sources and they often personally contacted and encouraged absentee students.

Problem Factors

These practices have been effective to some degree but many local program administrators expressed dissatisfaction with the overall results. Data from the field, while sketchy, indicated that the following factors were hindering program development efforts in rural areas:

1. There appeared to be mixed feelings among adult basic education personnel in regard to the idea that they should involve themselves directly in planned, systematic "outreach" activities.

2. The "expertise" of adult basic education personnel tended to be in the area of "teaching and learning" rather than in "community organizing and recruiting."

3. The involvement of other community agencies in adult basic education efforts tended to be limited to those agencies which had a direct charge to serve impoverished and disadvantaged groups.

4. There appeared to be minimal awareness and application of existent knowledge and "expertise" developed from other types of educational work among rural adults.

5. The use of relatively untrained, volunteer recruiters appeared to be a cause of high attrition rates due to overstating the capabilities of adult basic education

instruction to prospective students.

6. Adult basic education personnel appeared to be inadequately prepared to identify and involve indigenous leadership among target groups.

7. The development of systematic plans for using informal communication systems and networks in rural areas by adult basic education personnel apparently had not occurred to any great extent.

8. Adult basic education personnel appeared to be having difficulties in coping with deeply entrenched, stereotyped community attitudes relating to impoverished and disadvantaged citizens.

Areas of Concern

In order to more adequately prepare adult basic education personnel for the tasks facing them, this project was addressed to the following broad areas of concern and need:

1. The distinctive characteristics of rural living such as geo-spatial relationships, peak seasonal work loads, social sensitivities, and neighborly awareness and interaction which pose special problems for ABE efforts relating to motivation, scheduling, facilities, instruction, finances and organization.

2. The dimensions of efforts to recruit persons into adult basic education programs which involve asking

them to make a rather basic alteration in their established living patterns.

3. The kind of sophisticated leadership capability which is required to activate and organize rural community resources for a coordinated, on-going ABE recruitment program.

4. The involvement of rural agencies and organizations in local ABE recruitment programs which is dependent upon the active support of leaders within such agencies and organizations.

Goals

The general goals of this project were as follows:

1. To upgrade participant capabilities in coping with problems of motivation, recruitment, and retention of adults in connection with adult basic education efforts.

2. To develop participant capabilities for involving and mobilizing rural groups, agencies, organizations, and institutions in cooperative and coordinated efforts aimed at motivating and recruiting adults into adult basic education programs.

3. To develop participant training capabilities for "back home" applications as a means for developing more effective approaches, at the local level, to the problems relating to motivation, recruitment, and retention of adults.

4. To provide appropriate "back home" technical services as a means for assisting project participants in planning and implementing concrete action steps in their local communities and areas.

Objectives

The objectives of the training program were keyed to the development of:

1. A realistic picture and understanding of the dimensions of the task.
2. A broad, functional awareness of the ways rural persons think, act and live generally and specifically.
3. Cognitive and behavioral competencies necessary to involve, organize, and coordinate individual and group activities.
4. Communicative ability to present and explain in meaningful and actualizing ways the goals and functions of adult basic education.
5. A "back home" training capability for developing recruiting competencies among colleagues and others.
6. Identification and preparation of appropriate support services for "back home" application and utilization.
7. A planning capability for organizing local, concrete, action within a community.

National Impact

It was anticipated that this project could contribute to the national adult education effort in the following ways:

1. It could serve to develop a vital support service for state directors of adult education by making available to them additional resource capabilities within their respective states.

2. It could enhance possibilities for up-grading local-level "expertise" in the areas of motivation, recruitment, and retention by providing an expanded training capability within the respective states.

3. It could provide a basis for securing additional practical data from the field in regard to local adult education problems and practices to aid in constructing a body of relevant knowledge.

4. It could provide the impetus for creating diversified paradigms to cope with unique problems relating to educationally disadvantaged rural adults.

5. It could encourage field tests and evaluations of locally designed motivational and recruitment procedures for subsequent dissimination to the general field of adult education for further study and testing.

Significance

Aspects of this project having significance for the overall adult basic education effort were as follows:

1. Participants in the project were representative of a very broad, geographic area of the nation.

2. A broadened community leadership role for adult basic education personnel was introduced.

3. The local utilization of knowledge and "expertise" available through other rural education programs was stressed.

4. Opportunities were made available of interrelating the activities for varied projects being funded under provisions of the Adult Education Act of 1966, as amended.

5. The groundwork was laid for greater community involvement in adult basic education efforts.

6. The development of training capabilities among project participants enhanced the prospects for the improvement of motivational and recruitment procedures through more effective localized training programs.

7. Emphasis was given to the development of locally-initiated, creative approaches for eliciting greater involvement of disadvantaged rural adults in adult basic education programs.

PART II

THE TRAINING COMPONENT

THE TEACHER TRAINING INSTITUTE

The training component of this project served a three-fold function. The first phase of the training experience focused upon efforts to enlarge the cognitive field of participants with reference to a broad spectrum of resources and approaches which could be utilized in rural areas to motivate, recruit, and retain educationally disadvantaged adults. The second phase of the training experience was concerned with more adequately preparing participants to assume responsibility for a coordinated training effort in their "back home" setting under the leadership of the respective state directors of adult education. The third and final phase of the training experience involved the development of appropriate plans for implementation in the "back home" settings.

The training project was organized around the following major substantive areas:

A. Overview--Adult Basic Education Programs in Rural Communities.
    1. How we are doing.
    2. Problems and needs.

B. Overview--What goes on in rural communities?
    1. The kinds of activities.
    2. The services available.
    3. The varied groups, agencies, organizations and institutions.
    4. Distinctive characteristics--implications for ABE programming.

C. Overview--Rural people.
   1. What are their dominant values and attitudes? Variations?
   2. How and what do they think?
   3. What kind of activities preoccupy them?
   4. What is happening to them?

D. Motivation
   1. What kinds of motivations are already present among rural disadvantaged adults?
   2. Are there ways of tapping into these existing motivations?
   3. What are some ways of developing new motivations? What kinds of support should be given to them?

E. What are some ways of more functionally relating adult basic education instruction and programs to the unique problems posed by rural settings?

F. What kinds of service and communication systems reach and are used by rural disadvantaged adults?
   1. How can adult basic education practitioners plug into them?

G. What are some methods of involving a broader spectrum of rural groups, agencies, organizations and institutions into coordinated recruitment efforts?
   1. How would you begin?
   2. Whom would you contact?
   3. What would you say?
   4. What would the next steps be?

H. Training Others

1. How do you go about doing this?
2. What should be the first steps?
3. Who should be involved?
4. What needs to be considered in designing training activities?
5. What specific competencies seem to be required for motivating and recruiting educationally disadvantaged adults?
6. What are some training activities that can be employed to develop these competencies?

I. Synthesizing and applying cognitive and interactional institute experiences by developing feasible and concrete action steps for immediate "back home" application. Instructional resources and "expertise" utilized in connection with the substantive areas outlined above were of the following nature:

1. Adult basic education specialists having first-hand knowledge of and successful experiences in working with rural adults.

2. General specialists having practical knowledge of rural people and rural affairs generally, i.e., Department of Agriculture personnel, rural sociologists, leaders of farm organizations, community development personnel.

3. Leaders with a rural education orientation from among cooperative extension personnel, adult education generalists with research interests in

rural communities, vocational-agriculture and rural youth groups.

4. Project leaders of on-going 309 Projects funded under the Adult Education Act and relating to adult basic education in rural areas such as Project Communi-Link, Colorado State University; Project "RFD", University of Wisconsin; and Higher Education Administrator's Institute for ABE teacher training, among others.

5. Leaders among mass media systems having a rural orientation such as farm and ranch programs and publications along with related specialists having competencies relating to other systems of communication among rural people.

6. Specialists in the education and training field who have specific competencies in the area of "training of trainers."

7. Specialists in the area of rural community organization and development with an orientation and expertise relating to "people-involvement and leadership development."

8. Printed, taped, filmed, recorded and other forms of materials descriptive of rural life, adult basic education, community organization, and training activities and practices.

J. The over-all training design was rooted in three basic considerations as mandated by the training objectives. These considerations were:

1. The principle of spaced learning which had high priority in organizing specific instructional activities. The kinds of learnings which were stressed related to cognitive and behavioral development, necessitating time and opportunities for assimilation while training was in process.

2. Teaching by example was an integral part of the training experience. This was accomplished by utilizing functional variations in instructional approaches. It was anticipated that instructional modifications would encourage and stimulate participants in the direction of creative and flexible patterns of instruction in their role as trainers and in their role as adult basic education practitioners.

3. The provision for opportunities whereby participants could exercise initiative and responsibility in identifying and pursuing specific learnings in a self-directing way. The incorporation of such opportunities within the context of the training experience was deemed to be of vital importance inasmuch as participants were expected to assume initiating and resourceful leadership behavior within the context of planning, organizing, and conducting training functions in their "back home" settings.

K. The training design featured three major types of activities as outlined below:

1. Mass instruction was used to disseminate information, knowledge, and concepts which were considered to be of meaning and value to all participants. This type of instruction was carried on in "general sessions" with actual delivery systems varying according to the nature and substance of material being presented. Delivery systems included such forms as: lecture presentations, illustrated lectures; lecture-response panels; symposiums; and others.

2. Semi-structured small learning groups were used extensively to enable participants to freely explore and relate constructs, concepts, experiences, and practice. These groups served as the key vehicles for exploring, examining, and interrelating new learning within the context of "back home" situations and circumstances. Participants met with the same learning group for most of the training period, but they were also expected to function as a members of differently constructed task groups and "back home" planning groups so as to extend and broaden their relational capabilities as training progressed.

3. Independent study activities were used to accommodate individual variations in prior experiences, training, and concerns. These activities consisted

of brief, specially prepared programmed instruction materials; independent readings; listening to taped materials; and viewing special films. An appropriate learning resource center was made available and time specifically allotted for these activities.

4. Training activities during the 2½ week Institute included many opportunities for participants to practice applying new information and knowledge. These opportunities took the form of tasks and activities, followed by performance critiques which related to cognitive as well as skill learnings.

EVALUATION AND ASSESSMENT PROCEDURES FOR THE PROJECT

The 2½ week training component of this project was continually evaluated and assessed throughout its duration. Day-to-day evaluation and assessment activities were utilized for diagnostic purposes relating to learning and procedural problems as well as for determining cognitive development within the area of each training component. A final, comprehensive evaluation by participants and staff was made upon the conclusion of the training experiences.

The following procedures were employed on an ongoing basis to evaluate and assess training activities in order that learning and program problems could be continually diagnosed and training activities modified accordingly:

1. One participant from each of the small learning groups met on a regular basis as an evaluation team with project staff to orally evaluate and assess the day-to-day training experiences and activities.

2. Staff associates who were in charge of the small learning groups met on a regular basis as an evaluation team with project staff to orally evaluate and assess the day-to-day training experiences and activities.

3. Specially constructed pre-test and post-test instruments were used to evaluate and assess the cognitive development of individual participants.

4. Specially constructed self-evaluation forms for participants were administered by staff associates within the small learning groups for the purpose of aiding participants in assessing progress and problems.

The following procedures were employed for the purpose of providing an over-all evaluation and assessment of the training component upon its completion:

1. A specially constructed evaluation form was submitted to participants upon completion of the Training Institute as a basis for securing their overall appraisal of the experience in terms of specific learning and problems.

2. A specially constructed evaluation form was submitted to staff associates upon completion of the training institute as a basis for securing their overall appraisal of the experience from an instructional point of view.

PROGRAM

ADULT BASIC EDUCATION TEACHER TRAINING INSTITUTE

July 25, 1971 - August 11, 1971

Iowa Memorial Union
University of Iowa
Iowa City, Iowa

MONDAY, JULY 26, 1971

8:00 - 9:45 a.m. Big Ten Lounge

Registration and Social Hour Presiding: Mike Mikulak

9:45 - 12:00 a.m. Illinois Room

Opening General Session Presiding: J. Leonard Davies

Official Welcome: Dr. Phillip G. Hubbard
Dean of Academic Affairs
University of Iowa

Announcements, orientation, overview and processing of payment forms.

1:00 - 2:00 p.m. Illinois Room

General Session Presiding: Art Burman

Announcements, explanation of role and functions of primary groups, role of staff associates, introduction of staff associates and meeting room assignments.

2:30 - 4:00 p.m. Primary Group Meeting--Rooms as announced. (See Bulletin Board)

Primary Groups - First Meeting Presiding: Staff Associates

MONDAY, JULY 26, 1971 (Continued)

Announcements, examining the discussion process, hints for productive group sessions presentation of initial task to primary groups.

7:30 - 9:00	Primary Group Meeting--Rooms as announced. (See Bulletin Board)
Primary Groups--Second Meeting	Presiding: Staff Associates

Activity: Explanation of initial task, discussion of task, outlining of possible approaches to use.

TUESDAY, JULY 27, 1971

8:30 - 9:00 a.m.	Illinois Room

General Session — Presiding: Art Burman

Announcements, explanation of the day's programs, reports.

9:00 - 12:00 a.m.	Primary Group Meeting--Rooms as announced. (See Bulletin Board)

Primary Groups Sessions

Activity: Development of Task No. 1

1:00 - 2:00 p.m.	Iowa House and Memorial Union

Activity: Self-directed Study and Discussion

2:00 - 3:00 p.m.	Caucus Group Meeting--Rooms as announced. (See Bulletin Board)

Caucus Groups: Initial Meetings

Activity: To propose questions for staff clarification; to give preliminary thought to "how and what" might be done at Institute for "back-home" consideration.

TUESDAY, JULY 27, 1971 (Continued)

3:30 - 4:30 p.m. Illinois Room

General Session

Another Viewpoint--"The Challenge Before Us"

Presenter: Dr. Leonard Hill, Chairman
National Advisory Council on Adult Education
State Department of Education
Lincoln, Nebraska

7:30 - 9:00 p.m. Primary Group Meeting--Rooms as announced. (See Bulletin Board)

Primary Groups: Development of Task No. 1

WEDNESDAY, JULY 28, 1971

8:30 - 9:00 a.m. Illinois Room

General Session

Announcements, explanation of the day's program
"Open Mike" time

9:00 - 10:30 a.m. Iowa Memorial Union

Activity: Self-directed Study and Discussion

10:30 - 12:00 a.m. Illinois Room

General Session

Another Viewpoint--"Coordinating Recruitment and Instruction--Opening The Door To Real Life Concerns"

Presenter: Mrs. Antronette Brown
General Coordinator
Adult Education
Kansas City Public Schools
Kansas City, Missouri

1:00 - 2:30 p.m. Primary Group Meeting--Rooms as announced. (See Bulletin Board)
1:00 - 2:30 p.m.

Primary Groups: To explore morning's presentation as it relates to prior discussions on Task No. 1, identifying points in need of clarification or elaboration.

WEDNESDAY, JULY 28, 1971 (Continued)

3:00 - 4:00 p.m. Illinois Room

General Session

Colloquy	Resource Person: Mrs. Antronette Brown

4:00 - 5:30 p.m. Primary Group Meeting--Rooms as announced. (See Bulletin Board)

Primary Groups:	Evaluating, refining, and consideration of next steps.

THURSDAY, JULY 29, 1971

8:30 - 9:30 a.m. Illinois Room

General Session

Announcements, the day's program, reports
"Open Mike"

9:30 - 11:00 a.m. Primary Group Meeting Rooms (See Bulletin Board)

Primary Groups: Laying out a picture of concerns relating to communication and motivation which came up in prior discussions on Task No. 1

11:00 - 12:00 a.m. Iowa Memorial Union

Activity: Self-directed Conference and Study Time

1:00 - 2:00 p.m. Iowa Memorial Union

Activity: Self-directed Study and Discussion

2:00 - 5:00 p.m. Illinois Room

General Session

Another Viewpoint--"Communication--Some Practical Considerations"

Presenter: Dr. Lee Thayer
School of Journalism
University of Iowa

__THURSDAY, JULY 29, 1971__ (Continued)

__7:30 - 9:00 p.m. Primary Groups Meeting Rooms__

Primary Groups: Direction Finding

FRIDAY, JULY 30, 1971

8:30 - 11:00 a.m. Illinois Room

General Session

Announcements, the day's program, reports
"Open Mike"

Another Viewpoint--"Exploring Some Practical Dimensions of Motivation"

Presenter: Dr. Howard McClusky
Professor of Education Emeritus
School of Education
University of Michigan
Ann Arbor, Michigan

11:00 - 12:00 a.m. Primary Group Meeting Rooms

Primary Groups: To explore morning's presentation as it relates to prior discussions on communication and motivation, identifying points in need of clarification and elaboration.

1:00 - 2:00 p.m. Illinois Room

General Session

Interview Panel--"Questions and Issues"

Respondent: Dr. Howard McClusky

FRIDAY, JULY 30, 1971 (Continued)

2:30 - 4:00 p.m. Illinois Room

General Session

Forum: "Some Unmentionable Aspects of Adult Basic Education"

MONDAY, AUGUST 2, 1971

8:30 - 10:00 a.m. Illinois Room

General Session

Announcement, the day's program and schedule

Another Viewpoint--"An Overview of the Recruitment Process"

Presenter: Dr. Al Campbell
Extension Education
Kansas State University
Manhattan, Kansas

10:30 a.m. - 4:30 p.m. Meeting Rooms As Announced

Country Fair--"Motivational and Recruitment Practices on Display"

Activities: Resource persons will be available in assigned rooms on a variable time schedule to explain a special approach being used in a local ABE program for motivational or recruitment purposes. The purpose of the fair is to encourage and stimulate original thinking in terms of unique "back-home" situations.

A schedule of activities will be available to participants.

7:30 - 9:00 p.m. Primary Group Meeting Rooms

Primary Groups: To review the approaches as explained and to consider feasibility for adaption or adoption.

TUESDAY, AUGUST 3, 1971

8:30 - 10:00 a.m. Illinois Room

General Session

Announcements, the day's program
"Open Mike"

Another Viewpoint--"Let's Get Together"

Presenter: Dr. Charles Caskey
Higher Education Institute for Teacher Preparation in Adult Education
University of Utah
Salt Lake City, Utah

10:30 - 12:00 a.m. Caucus Group Meeting--Rooms as announced.

Caucus Groups: To further consider and work on "how and what" might be done at Institute for "back-home" consideration.

1:00 - 3:00 p.m. Illinois Room

General Session

Idea Auction--"Practical Ideas for Sale"

Auctioneer: Mr. Phil Vanos
Head News Photographer
KCAU - TV
Sioux City, Iowa

TUESDAY, AUGUST 3, 1971 (Continued)

3:00 - 4:00 p.m. Iowa Memorial Union

Activity: Self-directed Conference and Study Time

4:00 - 5:00 p.m. Illinois Room

Another Viewpoint--"It Seems To Me--"

Presenter: C.J. "Chuck" Johnston, Chief
Adult Education
State Department of Public Instruction
Des Moines, Iowa 50319

7:30 - 9:00 p.m. Primary Group Meeting Rooms

Primary Groups: Brainstorming, developing and testing ideas for "back-home" consideration.

WEDNESDAY, AUGUST 4, 1971

8:30 - 10:00 a.m. Primary Group Meeting Rooms

Primary Groups: To give thought and consideration to unique aspects of rural life which seem to pose special problems for adult basic education for exploration in later sessions this day.

10:30 - 12:00 a.m. Illinois Room

General Session

Announcements, the day's program

An "Outsiders" Viewpoint--"An Overview of Rural People and Life"

Presenter: Dr. Dean Yosting
Assistant Professor
Department of Sociology
Iowa State University
Ames, Iowa

1:00 - 2:00 Illinois Room

General Session

An "Outsider's" Viewpoint--"Working With Community Influentials"

Presenter: Dr. Ron Powers
Department of Family Living
Iowa State University
Ames, Iowa

WEDNESDAY, AUGUST 4, 1971 (Continued)

2:00 - 3:00 p.m. Iowa Memorial Union

Activity: Self-directed Conferences and Study

3:00 - 4:00 p.m. Illinois Room

General Session

Interview-Forum Resource Person: Dr. Ron Powers

4:00 - 5:30 p.m. Iowa Memorial Union

Activity: Self-directed Conferences and Study

THURSDAY, AUGUST 5, 1971

8:30 - 9:30 a.m. Illinois Room

General Session

Announcements, the day's program
"Open Mike"

9:30 - 4:30 p.m. Meeting Rooms as Announced

"Mini-College of Practical Knowledge"
Very short courses on involving rural people.

Activities: Resource persons will be available in assigned rooms on a variable time schedule to explain some practical aspects of involving rural people in organized activities which might be adopted or adapted to unique "back-home" ABE situations.

4:30 - 5:30 p.m. Illinois Room

General Session

Film: "The Eye of the Beholder"

THURSDAY, AUGUST 5, 1971 (Continued)

7:00 - 8:30 Lucas-Dodge Room

General Session

Another Viewpoint--"Viewing Problems Through Our Theory Colored Glasses"

Presenter: William Duffey
Associate Professor
College of Education
University of Iowa

FRIDAY, AUGUST 6, 1971

8:30 - 12:00 a.m. Illinois Room

General Session

Another Viewpoint--"Another Resource To Help--
Project Communilink"

Presenter: Herbert Marig
Project Communilink
Colorado State University
Ft. Collins, Colorado

1:00 - 2:30 p.m. Caucus Group Meeting--Rooms as announced. (See Bulletin Board)

Caucus Groups: To review, plan, and work on "how and what" activities for "back-home" consideration.

2:30 - 3:30 p.m. Iowa Memorial Union

Activity: Self-directed Study and Conferences

3:30 - 5:00 p.m. Illinois Room

General Session

Forum: "Problems and Issues"

A Look Ahead

MONDAY, AUGUST 9, 1971

8:30 - 10:00 a.m. Illinois Room

General Session

Announcements, the day's program
"Open Mike"

Another Viewpoint--"Your Options As A Back Home Resource Person"

Presenter: Dr. Glenn Jensen
Professor of Adult Education
University of Wyoming
Laramie, Wyoming

10:30 - 12:00 a.m. Caucus Group Meeting Rooms

Caucus Groups: Planning and working on ideas for "back-home" consideration.

1:00 - 2:00 p.m. Iowa Memorial Union

Activity: Self-directed Conference and Study Time

2:00 - 5:00 p.m. Illinois Room

General Session

Another Point of View--"Re-building Shattered Educational Ego's"

MONDAY, AUGUST 9, 1971 (Continued)

Presenter: Dr. Arthur Burrichter
Florida Atlantic University
Boca Raton, Florida

7:30 - 9:00 p.m. Iowa Memorial Union

Activity: Self-directed Conference and Study Time

TUESDAY, AUGUST 10, 1971

8:30 - 9:30 a.m. Illinois Room

General Session

Announcements, the day's program, and
setting-up temporary groups.
"Open Mike"

9:30 - 11:30 a.m. Temporary Group Meeting--
Rooms as announced.

Temporary Groups: To test out ideas from Monday's sessions.

11:30 - 12:00 a.m. Illinois Room

General Session

Forum Resource Person: Art Burrichter

1:00 - 2:30 p.m. Iowa Memorial Union

Activity: Self-directed Conference and Study Time

2:30 - 5:00 p.m. Caucus Group Meeting Rooms

Caucus Groups: Conferences with appropriate resource persons

TUESDAY, AUGUST 10, 1971 (Continued)

7:30 - 9:00 p.m. Primary Group Meeting Rooms

Primary Groups:	Review and critique Institute experience and relate to "back-home" settings.

WEDNESDAY, AUGUST 11, 1971

8:30 - 10:30 a.m.	Caucus Group Meeting Rooms

Caucus Group: Conferences with appropriate resource persons.

10:30 - 11:30 a.m.	Illinois Room

General Session

"Evaluation and Summation"

12:00 Noon	Ballroom

Institute Luncheon   Presiding: J. Leonard Davies

Awards

Address

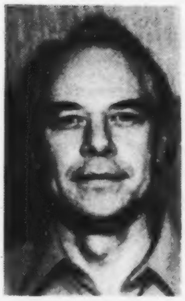
Farewell

A.B.E. Institute Teacher Training

THE UNIVERSITY OF IOWA
JULY 25, 1971 to AUGUST 11, 1971

Staff

J. Leonard Davies
Project Director


Arthur C. Burman
Program Director

Michael Mikulak
Adm. Director

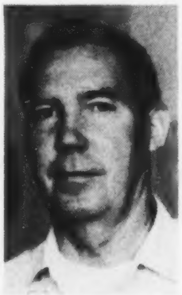
Russell Wilson
Ass't. Program Director

Staff Associates

Rosemary Pattison

Arthur Ellis

Paul Kipper


Sigfred Johnson

Donald Jeanroy

Max H. Brown

Staff Assistants

Richard Vicker

Elizabeth Anderson

Helen Rindels

Participants

Jo Ann Alderton

M. Frances W. Amdahl

James V. Bina

Dorothy B. Brandt

Ivan Bruguier

Billie Jean Campbell

Joy K. Choens

Clarence D. Corneil

Issodore Davila

Hollie Lawrence Dennis

Margie Dennis

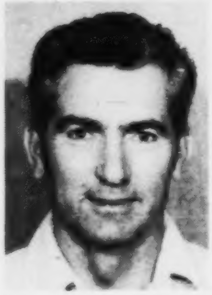
James L. Doty

Mary E. Doty

Dona J. Eckhardt

Donald F. Eden

Catherine M. Fousha


Spence L. Gardner

Anna M. Gillum

Frances R. Hansen

H. Donald Heier

Linda L. Hoines

Deanna Holmes

Elizabeth Huber

Lela Johnson

Shirley Keith

Noel Koranda

Kathleen E. Krause

Mary M. Kuhnel

Donna M. Lane

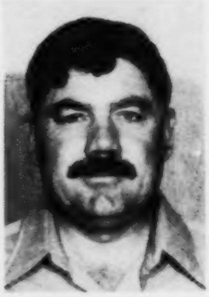
Lucile Latta

Rosemary Lira

Lloyd Lorenz

LaVerna C. Maas

Waldemar W. Maas


Jay P. May

Laurence R. Ockenfels

Marcella M. Parr

Mabel E. Parsons

Ina Rae Peck

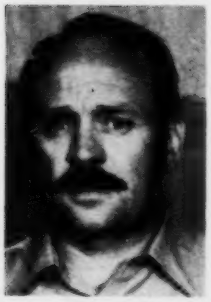
John B. Peck

Carolyn Peters

Lawrence A. Pilosi

Mrs. Thomas Ralls

Thomas Ralls


Ted L. Ramsdell

Ruth F. Reiter

Martha M. Ribble

David L. Rust

Dale M. Sattler

Josephine C. Smith

Victor J. Sprock

Harold Stilwell

Norman T. Sumida

Wanda Throckmorton

Vern A. Trueblood

Mary Hyacinth Weimar

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IOWA

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John B. Peck
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H. Donald Heier
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Ivan Bruguier
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Mrs. Thomas Ralls
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Nogales, Arizona 85621

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San Gabriel, California 91775

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Norman Sumida
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Captain Cook, Hawaii 96704

Region 10

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Salem, Oregon 97303

Lawrence A. Pilosi
3337 SE Grant Street
Portland, Oregon 97214

WASHINGTON

Catherine M. Fousha
7603 West Nob Hill
Yakima, Washington 98902

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* Participant was employed in Iowa but resided in neighboring state.

SELECTION OF PARTICIPANTS

This project was planned on the basis of involving a maximum of 100 participants residing in HEW Regions VII, VIII, IX and X. The selection of participants followed as nearly as practicable an allotted state quota system as outlined herein.

		Quota No. of Persons by State
Region 7	Iowa	14
	Kansas	9
	Missouri	12
	Nebraska	7
Region 8	Colorado	5
	Montana	4
	North Dakota	4
	South Dakota	4
	Utah	2
	Wyoming	2
Region 9	American Samoa	0
	Arizona	3
	California	22
	Guam	0
	Hawaii	1
	Nevada	1
	Trust Territory of Pacific	0

		Quota No. of Persons by State
Region 10	Alaska	1
	Washington	10
	Idaho	4
	Oregon	7
		112

Based on 1960 Census, total population.

A. Participants in this project were expected to satisfy the following conditions:

1. They were currently employed, or had a written commitment to begin employment, in an adult basic education program operating in a rural setting.

2. They appeared to have the necessary qualifications to benefit from the training experiences outlined above and to subsequently serve in a resource role within their home state.

3. They had a demonstrated commitment to and interest in assuming a greater degree of responsibility for up-grading adult basic education procedures and practices.

4. They voluntarily expressed the desire to be a participant in this project.

B. The procedures used in the selection of participants were as follows:

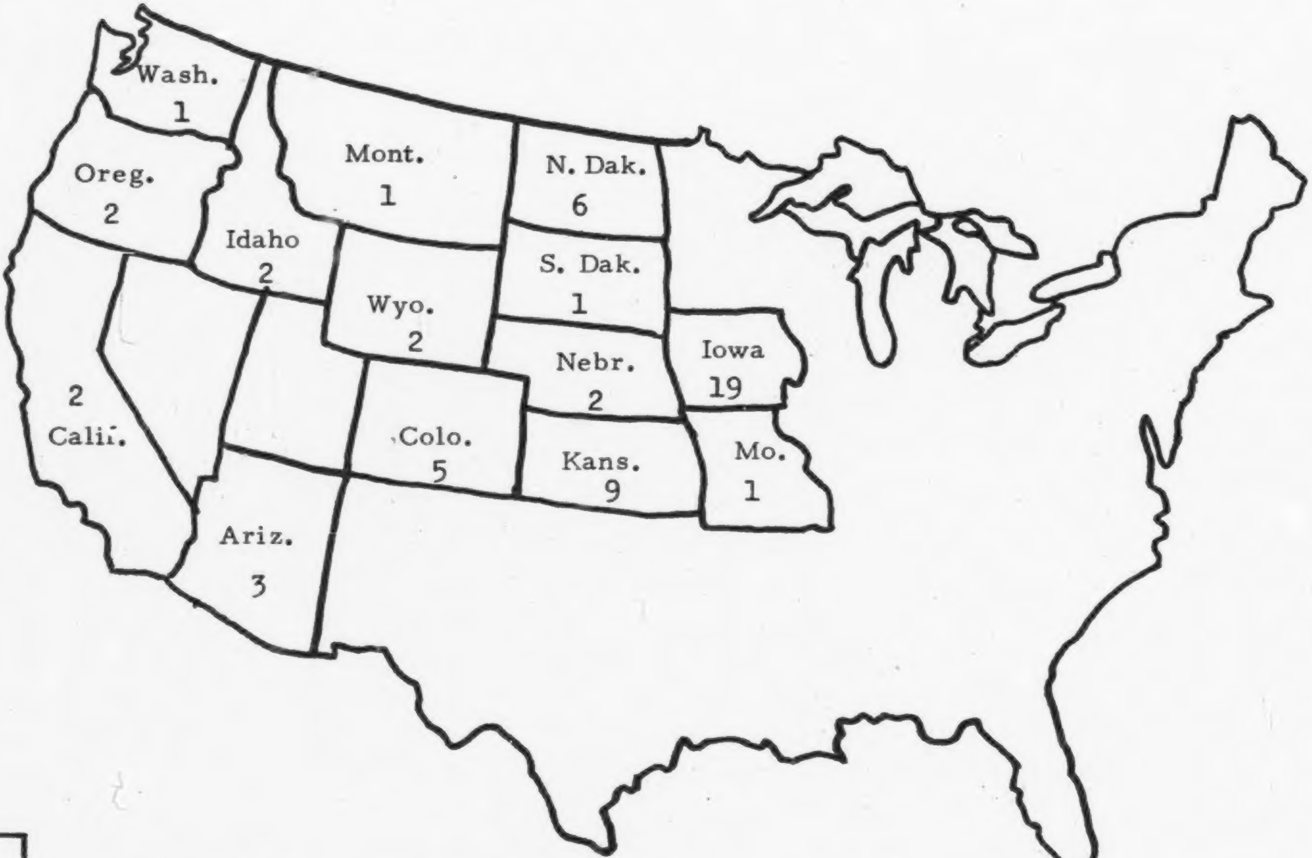
1. Announcements outlining the purpose and nature of the project were sent to Regional Program Officers and State Directors of adult education in HEW Regions VII, VIII, IX and X upon notification of project approval.

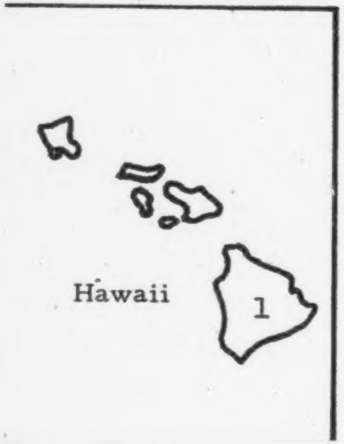
2. State Directors were asked to inform qualified individuals within their respective states of the purpose and nature of this project and to solicit expressions of interest in participating in it.

3. State Directors were then asked to submit to the Project Director the names of twice as many individuals as could be accommodated within the stipulated quota pattern, together with appropriate background information on each person. State Directors also were asked to give some indication of preference for consideration in making the final selection of participants.

4. The final selection of participants was made by the project staff from the lists of candidates submitted by the State Directors.

5. Notifications of selection were forwarded to participants through their respective State Directors after which detailed information was sent directly to participants from the Office of the Project Director.





Region 7-Iowa, Kansas, Missouri, Nebraska
Region 8-Colorado, North Dakota, South Dakota, Montana, Wyoming
Region 9-Arizona, California, Hawaii
Region 10-Washington, Oregon, Idaho

● STATES REPRESENTED AT THE ABE INSTITUTE

INSTITUTE FACILITIES

The Institute was housed in the Center for Conferences and Institutes, located in the Iowa Memorial Union in the heart of the main campus. The Conference Center was created by the University for the purpose of enhancing the usefulness of the whole institution as a center of learning and culture for all persons.

The Center was originally conceived and built as a place where future conference participants could live, work, and relax together in a setting which would encourage concentration and serious study over relatively short periods of time. The Center is completely air conditioned, has twenty-five conference rooms of various sizes, a theatre seating 200, and provides complete audio-visual as well as other necessary services.

The opportunities for concentrated study at the Center for Conferences and Institutes were enhanced by the excellent living and dining accommodations available within the Iowa Memorial Union. The Iowa House, which is the guest house in the Memorial Union, has 112 rooms where participants were made comfortable for study or leisure in single and twin rooms.

Reduced room rates at the Iowa House were in effect for those project participants who chose to stay in these accommodations.

INSTITUTE ADMINISTRATIVE STAFF

Project Director
J. L. Davies
Director
Bureau of Instructional Services
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University of Iowa
Iowa City, Iowa 52242

Program Director
Arthur C. Burman
Professor
College of Education
C109 East Hall
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Iowa City, Iowa 52242

Project Administrator
Michael Mikulak
Assistant Director
Bureau of Instructional Services
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University of Iowa
Iowa City, Iowa 52242

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Bureau of Instructional
Services
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University of Iowa
Iowa City, Iowa 52242

Richard Vicker
Research Assistant
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Services
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University of Iowa
Iowa City, Iowa 52242

Helen Rindels
Departmental Secretary
Bureau of Instructional
Services
C109 East Hall
University of Iowa
Iowa City, Iowa 52242

Russell Wilson
Assistant Professor
College of Education
Kansas State University
Manhattan, Kansas 66502

The staff assistants provided various types of aid to the administrative, associate, and resource staff during the training institute and continued to work closely with the administrative staff throughout the duration of the entire project. Assistants were either advanced graduate students in adult education or key office personnel and provided the vital support and background assistance which is so essential in a major project such as this.

INSTITUTE STAFF ASSOCIATES

Max H. Brown
Coordinator
Cheyenne Center
University of Wyoming
Cheyenne, Wyoming 82001

Arthur Ellis
Field Coordinator
University of Wyoming
Laramie County
Community College
Cheyenne, Wyoming 82001

Paul Kipper
Division of Adult Education
and Community Services
University of Wyoming
Laramie, Wyoming 82070

Rose Mary Pattison
Director
Adult Education
Black Hawk College
6600 34th Avenue
Moline, Illinois 61265

Donald L. Jeanroy
Idaho State University
Pocatello, Idaho 83201

Sigfred Johnson
Jefferson County
Public Schools
809 Quail Street
Lakewood, Colorado 80215

The staff associates were employed for a period of nineteen days, effective the day preceding the training institute and terminating a day after its closure. The decision to employ these six individuals to function in this capacity was based upon the large number of participants and the need to have readily accessible instructional resources in order to assure a quality training program.

The associates occupied key roles in the training program and were assigned instructional duties in connection with small group learning activities. Thus, each staff associate was responsible for a learning group of 10-12 participants and served as members of the instructional team for the institute under the general supervision of the Program Director.

The individuals employed as staff associates possessed the following minimal qualifications:

1. Practical experience as a learning facilitator in small group settings.

2. Training and functional competence in the areas of small group leadership and procedures.

3. Practical and/or academic knowledge of adult education.

INSTITUTE RESOURCE STAFF

Ed Blackwell
Winnebago Tribe
Western Iowa Tech.
Sioux City, Iowa

Mrs. Antronette Brown
General Coordinator
Adult Education
Kansas City Public Schools
Kansas City, Missouri

Dr. Arthur Burrichter
Director
SREB Project in Adult
Basic Education
Florida Atlantic University
Boca Ratón, Florida

Dr. Al Campbell
Extension Education
Kansas State University
Manhattan, Kansas

Dr. Charles Caskey
Higher Education Institute
for Teacher Preparation in
Adult Education
University of Utah
Salt Lake City, Utah

Joy Choens
Coordinator
Adult Basic Education
Butler County Community
College
El Dorado, Kansas

Dr. William Duffy
Associate Professor
College of Education
University of Iowa
Iowa City, Iowa

Donna Eckhardt
Coordinator
Adult Basic Education
Muscatine Community College
Muscatine, Iowa

Maynard Eckhardt
Director
Adult Education
Muscatine Community College
Muscatine, Iowa

Spencer Gardner
Assistant Superintendent
School District No. 55
Blackfoot, Idaho

Dorothy Hanisch
Supervisor
Adult Basic Education
Hawkeye Institute of Technology
Waterloo, Iowa

Dr. Leonard Hill
State Department of Education
Lincoln, Nebraska

Donald Jeanroy
Community Development Agent
University of Missouri - Columbia
Carrollton, Missouri

Dr. Glenn Jensen
Professor of Adult Education
University of Wyoming
Laramie, Wyoming

C. J. "Chuck" Johnston
(Formerly) Chief
Adult Education
State Department of Public Instruction
Des Moines, Iowa

Jerry Lammers
Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa

William Linstrom
Director
Area Extension Office
Iowa State University
Ottumwa, Iowa

Dr. Howard McClusky
Professor of Education Emeritus
School of Education
University of Michigan
Ann Arbor, Michigan

Herbert Marig
Project Communilink
Colorado State University
Fort Collins, Colorado

Manuel Menéndez
Muscatine Community College
Muscatine, Iowa

Dr. Ron Powers
Department of Family Living
Iowa State University
Ames, Iowa

Ruth Reiter
Instructor
Adult Basic Education
Muscatine Community College
Muscatine, Iowa

Richard Richonne
Teacher
Adult Basic Education
La Mirada, California

Jack Rollinger
Supervisor
Adult Basic Education
Des Moines Area Community College
Ankeny, Iowa

Dale Sattler
Regional Director
Office of Rehabilitation Counseling
Dickenson, North Dakota

Jane Sellen
Coordinator
Adult Basic Education
Western Iowa Tech.
Sioux City, Iowa

Dr. Lee Thayer
School of Journalism
University of Iowa
Iowa City, Iowa

Phil Vanos
Head News Photographer
KCAU - TV
Sioux City, Iowa

Dr. Russell Wilson
Assistant Professor
College of Education
Kansas State University
Manhattan, Kansas

Wendell Wyatt
Agricultural Education
Iowa State University
Ames, Iowa

Dr. Dean Yosting
Assistant Professor
Department of Sociology
Iowa State University
Ames, Iowa

The resource staff provided the necessary instructional services for the training institute. There were two categories. One group consisted of individual with specific competencies needed in the preparation of appropriate instructional materials and systems prior to the training experience. A second group consisted of individuals who were used in direct instructional roles while the training was in process.

Resource staff in both categories were carefully selected on the basis of known competencies in performing the tasks which they were asked to do. For example, an individual whose services were desired to prepare brief, programmed instructional materials in a specific content area was expected to have the necessary content knowledge and experience in constructing programmed materials as well. Similarly, an individual whose services were desired for direct instruction covering specific content was expected to have the necessary "knowledge" competence as well as instructional skill.

SELECTIVE LIST OF ACTIVITIES WITHIN THE INSTITUTE PROGRAM

COUNTRY FAIR

Motivational and Recruitment Practices on Display

MONDAY, AUGUST 2, 1971

A schedule of activities for the day is presented below. Resource persons will be available to explain special practices which are being used in their own ABE programs for motivational or recruitment purposes. Each practice will be reviewed twice during the day at the times and places indicated below. You will have an opportunity to hear four practices of your choice explained during the day.

The fair will conclude with a short general session to summarize these activities under the leadership of Dr. Al Campbell.

10:30 - 11:30 a.m.
2:00 - 3:00 p.m. Repeat

1.	Michigan Room	"The Use of An Advisory Committee As An Aid to Recruitment"
	Presenter:	Jane Sellen, Coordinator Adult Basic Education Western Iowa Tech. Sioux City, Iowa
2.	Michigan State Room	"Some Bed-rock Practices in Rural North Dakota"

COUNTRY FAIR (Continued)

	Presenter:	Dale Sattler, Regional Director Office of Rehabilitation Counseling Dickenson, North Dakota
3.	Minnesota Room	"Using Dramatics for Instructional Purposes"
	Presenter:	Richard Richonne Teacher, Adult Basic Education La Mirada, California
4.	South side of IMU	"Recruitment and Instruction on Wheels"
	Presenter:	Dorothy Hanisch, Supervisor Adult Basic Education Hawkeye Institute of Technology Waterloo, Iowa

1:00 - 2:00 p.m.
3:00 - 4:00 p.m. Repeat

1.	Northwestern Room	"A Cooperative Public School Approach"
	Presenter:	Jack Rollinger, Supervisor Adult Basic Education Des Moines Area Community College Ankeny, Iowa
2.	Indiana Room	"Spanish American Education"

COUNTRY FAIR (Continued)

	Presenter:	Manuel Menendez Muscatine Community College Muscatine, Iowa
3.	Ohio State Room	"It's A Family Affair"
	Presenter:	Joy Choens, Coordinator Adult Basic Education Butler County Community College El Dorado, Kansas
4.	Purdue Room	"Trying to Involve Indian and Non-Indian In Meaningful Talk"
	Presenter:	Spencer Gardner Assistant Superintendent School District No. 55 440 West Judicial Street Blackfoot, Idaho

4:00 - 5:00 p.m. Illinois Room

General Session

"A Summary View of Recruitment"

Presenter: Dr. Al Campbell
Extension Education
Kansas State University
Manhattan, Kansas

IDEA AUCTION

"Practical Ideas For Sale"

TUESDAY, AUGUST 3, 1971

Involve the local vo-ag instructor in helping map out some recruitment ideas.

Try to get the local F.F.A. group to assist in ABE recruitment as one of its projects.

- - - 30 sessions or 30 days - - - as a judge's option.

Start action to secure use of school buses to transport ABE students.

Have the local mortician do the recruiting.

Train recruiters so that they do not "oversell" or mislead prospective students.

Start a "classroom visitation exchange" with other ABE teachers to improve instruction.

Use rural mail carrier or "farm fuel man" as "eyes and ears."

Involve the high school drama club in preparing and staging a play on the importance of ABE.

Try to get the public library to have story time for children while parents are in ABE classes.

Have ABE students aid in preparing reading materials by recording anecdotes on tape for teacher editing.

Have ABE students develop math problems from their own experiences with teacher assistance.

Have team of ABE students conduct an in-service class for ABE teachers on "understanding your students".

Have ABE class prepare promotional literature about the community as seen through their eyes.

Enlist and train teams of able-bodied retired persons to aid in recruitment work.

Run a "hard-hitting" short course about adult education for community "big shots" to help them become aware. . .

Get a local veterans group to have an "Adult Basic Education" social night for students, families, and friends.

Display by poster "the road ahead"—for those having gone through an ABE program and for those who are passing up the opportunity.

Display by poster or picture step-by-step actions for getting into an ABE class.

Have local merchants contribute a weekly door prize for those using the learning center.

Put on "How You Can Help" program before local clubs, with ABE students telling the story.

Have six ABE students and six non-ABE students get together under your leadership to talk informally about adult basic education.

Have the ABE students write the promotional literature for the program.

Let go of the idea that undereducated persons are basically different from the rest of us.

Tap the teaching potential of the students--organize things in a way that encourages them to help one another.

Use role playing--video-taped replays--other feed-back devices to train recruiters.

- - - love 'em.

Collect and use out-dated telephone directories to instruct in "dictionary use" or in "knowing your community" via yellow pages.

Ask women's groups in local churches to help recruit as part of their mission project in community.

- - - live with and among them - - -

Map out and use the "word of mouth" networks by which target group finds out "what goes on" and "what is okay to do".

Have Bart Starr of the National Football League endorse ABE.

Conduct ABE class during half-time of local basketball games.

Require ABE credential in order to buy beer.

Initiate Student of the Week award with front page picture and short story.

MINI-COLLEGE OF PRACTICAL KNOWLEDGE

"Very Short Courses on People Involvement"

THURSDAY, AUGUST 5, 1971

This day will open with a general session from 8:30-9:30 a.m. in the Illinois Room. This session will be followed by the Mini-College of Practical Knowledge.

A schedule of Mini-College activities is presented below. Resource persons will be available to share their experiences with us. The intent of these activities is to aid us in thinking about and working through some of the practical problems facing us in trying to involve more people in the ABE effort.

Here is an opportunity to dig deeper into some ways which can be adopted or adapted to enrich our own "back-home" efforts.

10:00 - 11:00 a.m. to be repeated 1:30 - 2:30 p.m.

1.	Minnesota Room	"How I Would Approach and Work With Rural Organizations"
	Presenter:	Wendall Wyatt Agricultural Education Iowa State University Ames, Iowa
2.	Michigan Room	"What I Am Discovering Through A Community Development Project"

	Presenter:	Donald Jeanroy Community Development Agent University of Missouri-Columbia Carrollton, Missouri
3.	Michigan State Room:	"How I Would Approach and Work With Rural Youth Groups and Their Leaders"
	Presenter:	Jerry Lammers Department of Public Instruction Grimes State Office Building Des Moines, Iowa 50318
4.	Ohio State Room	"The Involvement of a Community in Adult Basic Education"
	Presenters:	Ruth Reiter, Instructor Donna Eckhardt, Coordinator Maynard Eckhardt, Director Muscatine Community College Muscatine, Iowa

11:00 - 12:00 a.m. to be repeated 2:30 - 3:30 p.m.

1.	Indiana Room	"How Para-professionals Are Being Used in 4-H Work"
	Presenter:	William Linstrom, Director Area Extension Office Iowa State University Ottumwa, Iowa 52501

2.	Purdue Room	"A Way of Using Outreach Personnel"
	Presenter:	Ed Blackwell Winnebago Tribe Western Iowa Tech Sioux City, Iowa
3.	Wisconsin Room	"Some Ideas About Involving Rural Church Groups in ABE"
	Presenter:	Russell Wilson Bureau of Instructional Services University of Iowa Iowa City, Iowa

Checklist of Program Assumptions

Instructions:

Adult basic education practitioners have the task of working with learners with many individual differences. The planners of this Institute faced a similar task.

This form is intended as an aid for you to consider when facing the task of planning activities in your adult basic education programs.

The Institute staff set forth the following assumptions about the group who would be attending and the program has been developed in part upon these assumptions.

You are being asked to do the following: 1) Read each assumption listed below; 2) circle the number if you think the assumption is probably true; 3) do nothing with it if you think it is "wide of the mark," and go on to the next item.

Assumptions:

1. Participants will vary in age.

2. Participants will vary in the amount of formal education completed.

3. Participants will vary in terms of motivational level.

4. Participants will differ in terms of what they want from the Institute.

5. Not all participants will have a clear understanding as to the purpose and focus of the Institute.

6. Participants will differ in terms of educational outlook, orientation, and practices.

7. Participants will have some familiarity and experience with adult basic education.

8. Participants will differ in terms of experience with and understanding of adult basic education.

9. Participants will differ in terms of their "back-home" adult basic education duties. i.e., recruiter, instructional aid, teacher, counselor, coordinator, ABE administrator, general administrator.

10. Participants will differ in the way they see problems of motivating, recruiting, and retaining disadvantaged adults in ABE programs.

11. Participant's outlooks will be oriented towards their individual responsibilities, situations, practices and problems.

12. Participants will have some knowledge about the respective target disadvantaged groups with which they are working.

13. Participants will differ in terms of experience with and understanding of rural disadvantaged adults.

14. Participants will be familiar with some practices employed to motivate, recruit and retain rural disadvantaged adults in ABE programs.

15. Participants will have some notions about "what it will take" to do a more effective job in motivating, recruiting, and retaining rural disadvantaged adults in adult basic education programs.

16. Participants will be familiar with some ways in which some community agencies and groups have been utilized to motivate, recruit and retain rural disadvantaged adults in adult basic education programs.

17. Participants will have some first-hand knowledge of problems involved in trying to work with rural community groups and leaders.

18. Participants will be operating from a "time burden" perspective. i.e., not having time to do things they already are aware is needed within their local program.

19. Participants will be genuinely interested in discovering additional ways which can be employed to increase the effectiveness of adult basic education efforts.

20. Participants will come to the Institute with little or no direction as to what is expected of them back home after the Institute.

21. Participants will differ in terms of the status accorded them by colleagues, groups, and the general public in their home communities.

PRIMARY GROUPS

Task No. 1

Sketch or lay out a picture of any changes desired in the outcomes or results group members are getting with activities, practices, and approaches used for motivating, recruiting or retaining educationally deprived adults.

Purpose

To focus attention upon the effects of present efforts as a basis for determining possible next steps.

Suggestions

One aspect of this task is to encourage broad and imaginative thinking. Hence, each group should feel free to tackle the task in a manner which seems most appropriate to the membership and to pursue related concerns as deemed necessary to complete the task.

To consider might be as follows:

1. What kind of impact do we seem to be having upon present and prospective ABE learners?

2. What results or outcomes are of most concern or least satisfactory to us?

3. Can we trace the relationship between a specific practice and its affect upon the target group?

Schedule

No time limit has been set to complete the task because it is intended to serve as a point of departure for later Institute activities.

PRIMARY GROUPS

Introduction:

Various things are being done to motivate, recruit, or retain educationally deprived adults in adult basic education programs. Some probably are quite satisfactory in terms of results; some less so.

The task below is concerned with those practices which group members consider to be most satisfactory.

Task No. 2

Seek out any aspects of the more satisfactory practices used by group members which seem to be missing from less satisfactory ones.

Purpose:

To encourage us to identify or isolate factors which appear to be common to successful ABE practices.

Suggestions:

One aspect of this task is to encourage us to be practical in our thinking and ABE efforts. Hence, each group is encouraged to "break open" or "dissect" specific activities to find out what might make them "tick" or "sputter."

You might want to break the task down into parts as follows:

1. What is our assessment of various things now being done in terms of our satisfaction or dissatisfaction with them?

2. What, if anything, seems to be special about those things which we seem to feel are satisfactory?

3. What might this say to us?

Schedule:

No time limit has been set to complete the task because it is intended to serve as a continuation of Institute activities.

Temporary Primary Group Room Assignments

Monday, July 26 and Tuesday, July 27

Group No. 1	Iowa House	Room 217
Group No. 2	Iowa House	Room 222
Group No. 3	Iowa House	Room 317
Group No. 4	Iowa House	Room 322
Group No. 5	Iowa House	Room 417
Group No. 6	Iowa House	Room 422

Permanent Primary Group Room Assignments

Starting Wednesday, July 28

Group No. 1	Iowa Memorial Union	Michigan Room
Group No. 2	Iowa Memorial Union (Except Thursday, July 29	Minnesota Room Harvard Room)
Group No. 3	Iowa Memorial Union (Except Friday, July 30	Ohio State Room Lucas-Dodge Room)
Group No. 4	Iowa Memorial Union (Except Thursday, July 29	Michigan State Room Wisconsin Room)
Group No. 5	Iowa Memorial Union	Indiana Room
Group No. 6	Iowa Memorial Union	Northwestern Room

CAUCUS GROUPS

Introduction:

Caucus groups will be made up of persons from the same state or from states within a region.

Function:

The caucus groups are intended to serve as "sounding boards" and aids to one another in considering and working on some specific thing a participant or team of participants might want to propose to the local and/or state "bosses" back home.

Meetings:

Time has been scheduled in the program for caucus groups to meet. Should any caucus group want to schedule additional meetings a representative should contact Russ Wilson or Mike Mikulak for a meeting room.

Organization:

Caucus Groups might want to designate some member as a Convener or quasi-leader. Also, each Caucus Group should designate a member to record any question which members want the Institute staff to clarify.

Options:

Some of you might think it more helpful from time-to-time to work individually in pairs, or in smaller sized teams--using the main Caucus Group for brainstorming, testing or helping think things through. (IN THIS EVENT, SHOULD YOU NEED A PLACE TO MEET INFORM MIKE MIKULAK.)

Relationship to Primary Groups:

The Caucus Groups might be thought of as the "work" groups and the Primary Groups as the "learning" groups--where larger issues and problems are explored. However, as the Institute goes along, participants will be urged to also use their Primary Groups to aid in diagnosing, testing and thinking through matters being worked on in the Caucus Groups.

Staff Associate:

The Staff Associates will be around to answer questions and provide assistance as desired.

CAUCUS GROUP MEMBERSHIP

Caucus Group No. 1	Persons from Western Iowa
Caucus Group No. 2	Persons from Colorado, Montana, Utah and Wyoming
Caucus Group No. 3	Persons from Kansas
Caucus Group No. 4	Persons from Central Iowa
Caucus Group No. 5	Persons from Alaska, Idaho, Oregon and Washington
Caucus Group No. 6	Persons from Eastern Iowa
Caucus Group No. 7	Persons from North and South Dakota
Caucus Group No. 8	Persons from Arizona, California and Hawaii
Caucus Group No. 9	Persons from Missouri and Nebraska

CAUCUS GROUPS

Temporary Meeting Rooms--Tuesday, July 27

Caucus Group No. 1	Iowa House	Room 217
Caucus Group No. 2	Iowa House	Room 221
Caucus Group No. 3	Iowa House	Room 321
Caucus Group No. 4	Iowa House	Room 222
Caucus Group No. 5	Iowa House	Room 421
Caucus Group No. 6	Iowa House	Room 317
Caucus Group No. 7	Iowa House	Room 322
Caucus Group No. 8	Iowa House	Room 417
Caucus Group No. 9	Iowa House	Room 422

CAUCUS GROUPS

Permanent Meeting Rooms

Caucus Group No. 1	Iowa Memorial Union	Michigan Room
Caucus Group No. 2	Iowa Memorial Union	Minnesota Room
Caucus Group No. 3	Iowa Memorial Union	Northwestern Room
Caucus Group No. 4	Iowa Memorial Union	Indiana Room
Caucus Group No. 5	Iowa Memorial Union	Ohio State Room
Caucus Group No. 6	Iowa Memorial Union	Illinois Room
Caucus Group No. 7	Iowa Memorial Union (Except Aug. 9, 10 11	Michigan State Room Lucas-Dodge Room)
Caucus Group No. 8	Iowa Memorial Union (Except Aug. 9, 10 11	Purdue Room Miller Room)
Caucus Group No. 9	Iowa Memorial Union (Except Aug. 9, 10 11	Wisconsin Room Illinois Room--shared with Caucus Group No. 6)

INSTITUTE EVALUATION FORM

On the following items "X" out the number that indicates where you feel you were as you came to the Institute and circle the number which you feel indicates where you are now. Let "1" equal the lower and "10" the upper end of the scale.

This institute sought:

1. to increase participants awareness of his own individual capabilities.

   1 2 3 4 5 6 7 8 9 10

2. to develop in the participants an outlook which assists him to be more adaptive and flexible in his response to situations.

   1 2 3 4 5 6 7 8 9 10

3. a growing confidence in our individual ability to assume leadership in initiating constructive action in the face of problem situations.

   1 2 3 4 5 6 7 8 9 10

4. a more functional understanding of basic human process relating to motivation, recruitment and retention of rural disadvantaged adults.

   1 2 3 4 5 6 7 8 9 10

5. a clearer picture of how, when, and with whom contact might be made to elicit greater local involvement and support for adult basic education.

1 2 3 4 5 6 7 8 9 10

6. a greater awareness of resources available within our respective states to whom we can go for additional help, support and encouragement in carrying out our "back home" responsibilities.

1 2 3 4 5 6 7 8 9 10

7. to develop a greater comradery or closeness amongst adult educators to the end that we might overcome our feelings of isolation.

1 2 3 4 5 6 7 8 9 10

8. What recommendations do you have for improvement of this and other institutes of this nature? Please be as specific as possible.

1.

2.

3.

9. What other goals or experiences would you have liked during the institute?

1.

2.

3.

10. What were the main strengths of the institute?

    1.
    2.
    3.

11 What were the main weaknesses of the institute?

    1.
    2.
    3.

12. Very briefly, what "back home" activities, if any, have you been inspired to do as the results of your experiences in the institute?

13. Please make any other comments or suggestions you might have concerning the institute. (Use back of paper, if necessary)

PART III

POST-TRAINING TECHNICAL ASSISTANCE, 1971-72

Post-training technical assistance was provided during the balance of the program year and its extension by means of the following procedures and activities:

1. Direct communication was maintained between individual participants and the Project Director's office.

    a. Individuals who completed the 2½ week Training Institute were expected to serve in the capacity of Project Aids, commencing after completion of the training and continuing for the duration of the project. These participants, as a culmination of their training experience on the University of Iowa campus, were expected to have completed tentative plans relating to concrete, action steps for "back home" implementation.

    b. These plans were in the nature of direct but broadened motivational and recruitment procedures and/or activities directed towards the involvement and training of additional persons for expanded motivational and recruitment efforts.

    c. Participants were instructed to submit these tentative plans through appropriate administrative channels to their State Director of adult education for modification and subsequent approval in order to assure a coordinated training and recruitment effort within the respective states.

    d. An effort was made to secure definite commitments from all participants to carry through with their plans as modified, with a continuing contact system via mail and telephone to be arranged between individual participants and the Project Director's office.

e. Periodic field reports were solicited from each participant to obtain descriptive information and operational data pertaining to the design, outcomes, and evaluations of their activities.

f. These reports were analyzed and evaluated by project staff for the purpose of identifying the degree of effectiveness of approaches used together with their associated problems and limitations for subsequent general dissimination.

g. Individual participants who served as Project Aids were paid a monetary compensation up to $100.00 for their services in order to implement this field activity. Ninety-three percent of the participants at the Training Institute agreed to serve as Project Aids.

2. Direct technical services linkages involving HEW Regional Offices, State Directors, and local program personnel.

   a. Communication channels already in existence and in operation were to be utilized among the various HEW regional, state, and local program offices.

b. These linkages were intended to provide "on-site" direction and consultation. It was anticipated that such linkages would also make readily available to individual participants localized assistance relating to leadership and direction, administrative support, local problem identification, and action planning needs.

c. These existent program linkages were to be utilized in providing leadership, resources, and funding to meet localized training needs directed toward the development of more effective motivational and recruitment strategies and practices.

3. Technical services linkage with Project Communi-Link, funded under authority of P.L. 89-750, Title III, Sec. 309 (b), Adult Education Act of 1966, as amended.

   a. This project was headquartered on the campus of Colorado State University, Ft. Collins, Colorado and was aimed at the "improvement of professional and para-professional leadership, planning, and implementation of basic educational programs which then more effectively mobilize and utilize community resources to fulfill needs of rural disadvantaged adults."

   b. This project was designed to serve the following sixteen states: Arizona, Colorado, Idaho, Iowa Kansas, Minnesota, Missouri, Montana, Nebraska, Nevada, New Mexico, North Dakota, Oklahoma, South Dakota, Utah and Wyoming.

c. An active effort was made to effect working relationships between Project Communi-Link staff, State Directors of adult education, and participants in this project. The first step was to invite Project Communi-Link representative to explain its functions as part of the instructional activities outlined above. This was followed by exploratory discussions at appropriate levels to determine feasible areas of cooperation and action.

4. Technical service linkage with Higher Education Administrator's Institute for Teacher Training in Adult Education, funded under authority of P.L. 89-750, Title III, Sec. 309 (b), Adult Education Act of 1966, as amended, University of Utah, Salt Lake City, Utah.

   a. The above project was headquartered on the campus of the University of Utah, Salt Lake City, Utah and was aimed at involving one institution of higher education within each state west of the Mississippi River in expanding its capabilities to provide appropriate training for adult basic education teachers and support personnel.

   b. Efforts were made to affect linkages at the project level, regional levels, and state levels for the purpose of exploring additional ways of more effectively utilizing resources of participating institutions in dealing with problems facing local adult basic education personnel.

5. Technical service linkages were also considered with other special projects funded under authority of P. L. 89-750, Title III, Sec. 309 (b), Adult Education Act of 1966, as amended.

    a. Such linkages were dependent upon such variables as project relevance, staff time, budget factors, feasibility considerations and overall resource capabilities.

6. Project participants were encouraged as part of their training experience to develop more effective linkages with personnel having responsibilities in connection with other educational programs serving rural adults.

    a. These linkages involved such persons as agricultural extension agents, home demonstration agents, vocational agriculture instructors, home economics instructors, leaders of rural youth groups, and others.

7. Project participants were also encouraged as part of their training experience to develop more effective linkages with a broad spectrum of other groups and agencies having either formal or informal communication "inlets" into rural areas and homes.

    a. These groups and agencies included farm and ranch organizations, commercial firms serving rural people, mass media systems including rural-oriented publications, veterans organizations, rural service clubs and organizations, rural units of government, church groups, and others.

PROJECT AID REPORT FORM, 1971-1972

ABE Teacher Training Institute
University of Iowa

NAME____
Last First Middle

ADDRESS______________________________________

CITY__________________STATE____________________
Zip Code

SOCIAL SECURITY NUMBER_____________________________

PHONE NUMBER________________

Part I

This part will be easy to complete. You simply have to circle the response which best answers the question.

Sample:

Question: How much did you laugh at the Institute?
None A little Some Quite a bit A great deal [✓ Gross]

- - - - - - - - - - - - - - - - - - - -

1. Have you noticed since the Institute any positive difference in your readiness to try out new ideas, practices, or ways of doing things?

None A little Some Quite a bit A great deal Gross

2. Have you noticed since the Institute any positive difference in your ability to figure out what to do when a problem occurs?

None A little Some Quite a bit A great deal Gross

3. Have you noticed since the Institute any positive difference in outlook towards your role and work in the adult basic education program?

None A little Some Quite a bit A great deal Gross

4. Have you noticed since the Institute any positive difference in your relationships with educationally disadvantaged adults?

None A little Some Quite a bit A great deal Gross

5. Have you noticed since the Institute any positive difference in your readiness to voluntarily assume leadership roles in adult basic education matters?

None A little Some Quite a bit A great deal Gross

6. Have you noticed since the Institute any positive difference in your overall effectiveness and performance?

None A little Some Quite a bit A great deal Gross

7. Have you noticed since the Institute any positive difference in your ability to get additional community groups or agencies to help inform and recruit educationally deprived adults into the ABE program?
None A little Some Quite a bit A great deal Gross

8. Have you noticed since the Institute any positive difference in your readiness to personally recruit prospective students into the program?

None A little Some Quite a bit A great deal Gross

9. Have you noticed since the Institute any positive difference in your feelings about personally recruiting prospective students into the ABE program?

None A little Some Quite a bit A great deal Gross

10. Have you noticed since the Institute that you have more general confidence in yourself?

None A little Some Quite a bit A great deal Gross

11. Have you noticed since the Institute any positive difference in your ability to plan and carry-out in-service meetings and activities?

None A little Some Quite a bit A great deal Gross

12. Have you noticed since the Institute any positive difference in your ability to explain the adult basic education program to others.

None A little Some Quite a bit A great deal Gross

13. Have you noticed since the Institute any positive difference in your over-all understanding of the outlooks and behavior patterns of rural disadvantaged adults?

None A little Some Quite a bit A great deal Gross

14. Have you noticed since the Institute any positive difference in your general awareness of practical ways to involve rural groups, agencies, organizations and institutions in adult basic education promotion and recruitment activities?

None   A little   Some   Quite a bit   A great deal   Gross

15. Have you noticed since the Institute any positive difference in your ability to involve and motivate educationally disadvantaged adults in furthering their education.

None   A little   Some   Quite a bit   A great deal   Gross

Part II

On the following items "X" out the number that indicates where you feel you were at the close of the institute and circle the number which you feel indicates where you are now. Let "1" equal the lower and "10" the upper end of the scale.

This institute sought:

1. to increase participants awareness of his own individual capabilities.

   1 2 3 4 5 6 7 8 9 10

2. to develop in the participant an outlook which assists him to be more adaptive and flexible in his response to situations.

   1 2 3 4 5 6 7 8 9 10

3. a growing confidence in our individual ability to assume leadership in initiating constructive action in the face of problem situations.

   1 2 3 4 5 6 7 8 9 10

4. a more functional understanding of basic human process relating to motivation, recruitment and retention of rural disadvantaged adults.

   1 2 3 4 5 6 7 8 9 10

5. a clearer picture of how, when, and with whom contact might be made to elicit greater local involvement and support for adult basic education.

   1 2 3 4 5 6 7 8 9 10

6. a greater awareness of resources available within our respective states to whom we can go for additional help, support and encouragement in carrying out our "back-home" responsibilities.

   1 2 3 4 5 6 7 8 9 10

7. to develop a greater comradery or closeness amongst adult educators to the end that we might overcome our feelings of isolation.

   1 2 3 4 5 6 7 8 9 10

8. Please circle the response which you believe best describes the general attitude of rural people (your community) toward ABE?

   1) enthusiastic 2) favorable 3) indifferent

   4) resistant 5) negative

9. Please circle the response which in your judgment best describes the feelings of rural disadvantaged adults towards educational improvement.

   1) strong 2) moderate 3) weak 4) indifferent

   5) negative

10. Please indicate from your experience what seems to be the major problems in motivating, recruiting, and retaining rural adults in adult basic education programs.

____

____

____

____

____

11. What was the one most valuable thing that you gained from the Institute?

____

____

12. What was the one least useful aspect of the Institute in your opinion?

____

____

Part III

Directions:

You are being asked on the following pages to give your impressions of certain experiences which you might have had during the year as a result of your work in adult basic education.

At the top of each page, a general topic is stated on which you are asked to report. Some questions to guide you are listed on the left hand side of the page. You are not necessarily expected to respond to every topic or to every question. They are simply intended to help "get you started". It is hoped that you will not allow this part of the Form to "box you in" and will feel free to "go around" it, if necessary, in order to report what you wish to say.

1. CROSS OUT ANY TOPIC OR QUESTIONS ABOUT WHICH YOU HAVE NOTHING TO REPORT.

2. SAY THINGS IN A WAY THAT IS EASIEST AND MOST SIMPLE FOR YOU. (Short statements, or outline form, or lengthy comments or whatever suits you best.)

3. DO GIVE ENOUGH INFORMATION IN EACH CASE SO THAT OTHERS WILL HAVE A FAIRLY CLEAR PICTURE OF WHAT YOU ARE REPORTING. (Example. "I tried to get a group in town to help" does not tell much. Whereas, "I met three different times (7 hours total) with a committee from the Chamber of Commerce to get help in promoting the adult basic education program" lays it out quite well.

Topic: Please report on any special activities that you have had a part in during the year as a direct result of your Institute experience. (These might be such things as serving as a leader or resource at meetings; helping to plan new projects; speaking assignment; consultant; participation in special projects; committee appointments among others.)

Guide

What were these activities?

How, or by whom, did you get involved?

What were you supposed to do?

What unexpected conditions did you "run into".

How satisfied were you with the way your part turned out?

What, in your opinion, was accomplished?

Topic: Please report any ideas that have come to mind during the year relating to adult basic education activities.

Guide

What were some of your ideas?

With whom did you share or discuss any of your ideas?

By whom were you given encouragement to try out ideas?

Which, if any, ideas have been put into practice?

How have your ideas worked in practice?

What suggestions do you have to get more individual ideas into practice?

Topic: Please report on how you have tried getting ideas, suggestions, and help from educationally deprived adults as a basis for improving your own work or for improving some other aspect of the adult basic education program.

Guide

What, if any, new ways have you tried?

What, if anything, unexpected did you "run into".

What, if anything, do you wish had been done differently?

What suggestions would you make about getting help from these adults?

Topic: Please report on any plans or efforts to get more community involvement in adult basic education activities.

Guide

Whom have you been trying to involve? (individuals? clubs? leaders? agencies?)

In what aspects of the program have you tried to involve them? (Classes, promotion, recruitment, tutors, etc.)^

How have you been going about trying to involve them?

How and by whom have they first been approached?

What unexpected experiences have you had?

How satisfied are you with progress made so far?

What suggestions or recommendations do you have for others?

Topic:. Please report on any new or unexpected successes that have resulted from things which you have done.

Guide

Describe any such successes.

In your opinion, what was the key factor(s)?

What was discovered that might be useful to others?

What suggestions or recommendations do you have for others?

Topic: Please report any new or unexpected difficulties which you have experienced in your work this year.

Guide

Describe any such difficulties.

What were the reasons?

In your opinion, how might they have been avoided?

How did you respond?

What have been the outcomes to date?

Topic: Please report, if possible, any specific learnings from the Institute that you have applied and used this past year.

Guide

List any such learnings.

Describe the setting in which you were able to apply them.

What seemed to be the outcomes?

Topic: Please report on any aspects of the Institute that you have been able to adapt for use in your back-home situation.

Guide

Have you been able to adapt anything from the Institute to create better attitudes, relationships, or social climate?

Have you been able to adapt any program ideas from the Institute for use in back-home meetings?

What, if any, lecture material from the Institute has been particularly helpful to you?

Which, if any, of the materials handed out at the Institute have you found useful?

Which, if any, of the films and filmstrips available at the Institute have you introduced back-home?

Topic: Please report on factors, conditions, or circumstances that made it impossible for you to apply anything from the Institute in your "back-home" setting.

Guide

Perhaps the forgoing items have called to mind things in the Institute experience which did change your understanding but which you have not been able to put into action.

1971-72 PROJECT AID REPORTS

Part I:

Part I of the 1971-72 Project Aid Report Form was aimed at the identification of individual changes occuring after the Institute. Questions were grouped on the basis of major themes.

Questions 1 to 3, for example, attempted to ascertain whether any notable internal changes had resulted. The questions included:

1. Have you noticed since the Institute any positive difference in your readiness to try out new ideas, practices, or ways of doing things?

2. Have you noticed since the Institute any positive difference in your ability to figure out what to do when a problem occurs?

3. Have you noticed since the Institute any positive difference in outlook towards your role and work in the ABE program?

Results: Most of the project aids felt that they could determine a definite positive self-change.

2.5% felt a "gross" change.
30.8% felt "a great deal."
37% felt "quite a bit" of change.
23.9% felt "some."
3.1% felt "a little."
1.9% felt that there was "no" change at all.

Five questions pertained to the general theme of roles and work in the recruiting process. The questions included:

5. Have you noticed since the Institute any positive difference in your readiness to voluntarily assume leadership roles in ABE matters?

6. Have you noticed since the Institute any positive difference in your over-all effectiveness and performance?

11. Have you noticed since the Institute any positive difference in your ability to plan and carry out in-service meetings and activities?

12. Have you noticed since the Institute any positive difference in your ability to explain the ABE program to others?

Results: Again, most of the project aids felt that there was a definite positive change regarding their roles and work in recruiting.

3.4% felt a "gross" change in this area.
30.5% felt "a great deal."
32.4% felt "quite a bit" of change.
24.1% felt "some" change.
5.6% felt "a little."
3.7% felt "no" change.

Four questions pertained to actual work in the recruitment process. The questions included:

7. Have you noticed since the Institute any positive difference in your ability to get additional community groups or agencies to help inform and recruit educationally deprived adults into the ABE program?

8. Have you noticed since the Institute any positive difference in your feelings about personally recruiting prospective students into the ABE program?

14. Have you noticed since the Institute any positive difference in your general awareness of practical ways to involve rural groups, agencies, organizations, and institutions in adult basic education promotion and recruitment activities?

Results: The majority of the project aids felt that there was a definite positive change regarding their actual work in recruiting.

3.9% felt a "gross" change.
20.2% felt "a great deal".
26.8% felt "quite a bit" of change.
32.5% felt at least "some" change.
6.6% felt "a little".
8.9% felt "no" change at all.

Three questions pertained to how participants felt disadvantaged adults responded to them. The questions included:

4. Have you noticed since the Institute any positive difference in your relationships with educationally disadvantaged adults?

13. Have you noticed since the Institute any positive difference in your over-all understanding of the outlooks and behavior patterns of rural disadvantaged adults?

15. Have you noticed since the Institute any positive difference in your ability to involve and motivate educationally disadvantaged adults in furthering their education?

Results: Again, the majority of project aids thought that there was a definite positive change in the disadvantaged adult's response to them.

3.1% felt a "gross" change.
23.9% felt "a great deal".
30.8% felt "quite a bit" of change.
32.0% felt "some" change.
8.1% felt "a little".
1.2% felt "no" change in this area.

In conclusion, the general implication of responses seems fairly clear. The Institute offered some definite positive experiences, with the vast majority of project aids feeling "a great deal, quite a bit, or at least some" internal changes in their ABE work after returning home.

Part II:

The first portion of Part II of the 1971-72 Project Aid Report Form included seven statements about the ABE Institute. In relation to the statements, project aids were to report where they thought they were at the beginning of the Institute and then indicate how they felt they had developed during the Institute, and where they thought they were at the end of the Institute. There was ten intervals, on a scale of 1 to 10.

All project aids indicated that they had positively developed along each 10-point continuum during the Institute.

The statements were:

1. The Institute sought to increase participants awareness of his own individual capabilities.

   On an average, each project aid indicated a positive development of 1.98 intervals.

2. The Institute sought to develop in the participant an outlook which assists him to be more adaptive and flexible in his response to situations.

   On an average, each project aid indicated a positive development of 1.71 intervals.

3. The Institute sought a growing confidence in our individual ability to assume leadership in

initiating constructive action in the face of problem situations.

Each project aid indicated an average positive development of 2.11 intervals.

4. The Institute sought a more functional understanding of basic human processes relating to motivation, recruitment, and retention of rural disadvantaged adults.

   Each project aid indicated an average positive development of 1.60 intervals.

5. The Institute sought a clearer picture of how, when, and with whom contact might be made to elicit greater involvement and support for adult basic education.

   Each project aid indicated an average positive development of 1.81 intervals.

6. The Institute sought a greater awareness of resources available within our respective states to whom we can go for additional help, support, and encouragement in carrying out our "back-home" responsibilities.

   Each project aid indicated an average positive development of 1.79 intervals.

7. The Institute sought to develop a greater comradery or closeness amongst adult educators to the end that we might overcome our feelings of isolation.

   Each project aid indicated an average positive development of 1.77 intervals.

There was an average positive development of 1.82 intervals among all the project aids on all seven statements.

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The stated purpose of the Institute was to increase the participants' effectiveness in the areas of recruitment, retention, and motivation. This assumed development in what might be termed "technical competence" in these three areas. There was development along these lines, but surprisingly greater development apparently occurred along more intangible lines. The greatest development reported was in the area of the participants' enhanced "self-confidence" and belief in their "own individual abilities" in carrying out their responsibilities.

Question 8 of Part II asked project aids to indicate which reponse they believed best described the general attitude of rural people in their community toward ABE.

The results were the following:

3.77% felt that it was "enthusiastic".
58.3% thought that the rural response was "favorable".
24.5% felt that the response was "indifferent".
11.3% felt that it was "resistant".
1.88% felt that it was "negative".

Question 9 asked project aids to indicate which response in their judgement best described the feelings of rural disadvantaged adults towards educational improvement.

The results were the following:

13.2% felt that it was "strong".
39.6% felt that the disadvantaged response was "moderate".
26.4% felt that the response was "weak".
18.8% felt that it was "indifferent".
1.88% felt that it was "negative".

Question 10 asked project aids to indicate from their experience what seemed to be the major problems in motivating, recruiting, and retaining rural adults in ABE programs.

The results here were quite interesting.

A. The foremost problem appears to be a "lack of confidence" on the part of the ABE student. They fear that they are too stupid, that they will experience academic failure again, or that the traditional classroom pressures are too great. (12.8% of respondents).

B. Two problems appear to be of equal importance. One is that rural adults feel "no need" for ABE programs.

They either have a satisfying life, have enough money, or feel that they can't use the education to get a job, or in their job routine, or for getting promotion. The other area involves the problem of "not being able to reach" the people who need ABE services. For one thing, it is difficult to identify the rural disadvantaged adults and even if they are known, many ABE teachers simply do not have the time to recruit. (11.9% of respondents for both problem areas).

C. The third problem area is not enough "responsive teachers who know and feel the needs of ABE students". (11.09% of respondents).

D. The fourth problem area involved "lack of transportation" to ABE programs or the "long distance" involved. (9.17% of the respondents).

E. The fifth area also involved two problems of equal importance. One is that people are "too busy". They either lack the time or the energy. The other area is that there is a lack of "personal individual goals" among the people or a "lack of ABE program goals" (programs not oriented to the working world), both of which cause a lack of interest in ABE programs. (6.4% of respondents for both problem areas).

F. Also of equal importance is the area of "family problems" and in the area of "time of day" or "season of the year" or "part-time employment" conflicts which interfere with ABE programs. (4.59% of respondents for both problem areas).

Also listed were such things as adverse "pressure from peers, social pressures and prejudice against farm laborers," and in the area of "subject matter" in ABE classes which appeared too hard and tedious to learn. (3.68% of respondents in both areas).

Additional problem areas listed by a few respondents were such things as "lack of program advertising and promotion" or "language" problems in that the teachers could not speak the native language of the students, or the myth of being "too old to learn" or "financial" problems. Surprisingly, project aids felt that personal finances were a relatively insignificant problem in getting rural disadvantaged adults involved in ABE programs.

Question 11 asked project aids to identify the most valuable thing which they felt they gained from the Institute.

The results were the following:

A. Of foremost value was the development of an emphasis upon being "people-oriented". (28.3% of respondents).

B. Second was the development of greater "personal self-confidence". (16.9% of respondents).

C. The third most valuable thing involved two areas of equal importance, a greater exposure to "other people's point of view" and a greater willingness to "share viewpoints and problems with others". (13.2% of respondents for both areas).

D. The fourth most valuable thing was a greater "understanding of the methods and techniques involved in ABE program". (11.3% of respondents).

E. Fifth in importance involved three areas of equal value, a greater "understanding of the recruitment process," a better knowledge of "sources for materials," and a better "understanding of the basic needs and desires of disadvantaged and under-educated adults." (5.6% of respondents for each area).

Question 12 asked project aids to identify the one least useful aspect of the Institute in their opinion.

The results here were the following:

A. One-fourth of the participants apparently thought that all aspects of the Institute were somewhat useful. They reported "nothing" that they could think of that was the least useful. (25.9% of respondents).

B. Two aspects received equally low ratings. One was the "primary groups" and the other involved "some speakers who were uninspiring." (12.9% of respondents for both aspects).

C. The second least useful aspect evolved around too much emphasis upon "large city problems and ethnic group problems." (9.3% of the respondents).

D. The next least useful aspect were the "caucus groups" (7.4% of respondents); the "reading room and film library", (5.5% of respondents); followed by the "final banquet" and the "idea auction", (3.7% of respondents for both areas).

E. Other aspects mentioned were the "length of the Institute," the session on "communication", the lack of "free time", the "printed materials and hand-outs," the fact that some professors talked "above our head," the "lounge meetings", and too much "control of the discussions by some members." (Each mentioned by about 1.7% of the respondents).

Part III:

Part III of the 1971-72 Project Aid Report Form consisted of eight basic questions relating to the "back-home" activities and experiences of project aids during the months following the Training Institute. These responses from the field were subsequently screened and condensed into eight separate reports and issued in pamphlet form as a means of sharing ideas and experiences among the project aids and other interested ABE practitioners. These reports are presented in the following narrations.

PLEASE REPORT ON ANY SPECIAL ACTIVITIES YOU HAVE HAD A PART IN DURING THE YEAR AS A DIRECT RESULT OF YOUR INSTITUTE EXPERIENCE.

Project Aids participants reported having been engaged in many special activities as a result of their Institute experience. A number of them were involved in planning or staffing local and state teacher training workshops, and had some things to say about these activities.

"SO MUCH TO LEARN FROM ONE ANOTHER"

"The instructors gained confidence in themselves through contact with each other, and by talking with our guests. They gained an 'I'll try it' attitude and a willingness to go home and try out new ideas."

"Though our original plans were scuttled by a supervisor with an aversion to the printed word, the goal of sensitivity to the educationally disadvantaged was at least explored."

"Our local workshop participants were asked to consider the problems of recruitment, motivation and retention of the adult basic education student over a three month period. They were given a learning activity packet with a wide range of activities to assist them in learning about the problems. Teachers participated in the project in varying degrees; hopefully each is more aware of teacher responsibility and possesses broader and deeper insights into these problems. The feedback we had seems positive."

"I became involved because I felt there was a need for an in-service meeting. My main feeling was that we had so much to learn from one another and sometimes it has to be done at a meeting because of geographic distance."

"I accomplished, in initiating an in-service meeting for adult basic education teachers and coordinators, getting the people of power thinking that something can be gained by having periodic meetings and exchanging views."

"I have noticed that regardless of degree or level of a meeting (be it an institution or an adult basic education classroom) people want to be listened to."

"I have been in charge of two large workshops for adult basic education teachers in our area. It came about because of my job, but I feel that I am much more able to plan these workshops because of my participation in the Institute. The next workshop will undoubtedly be better. . .I am learning as I go along."

"I met in three planning sessions, about two hours each, and aided in running the workshop when the time came. In the planning stages I found that the ideas for the workshop were already present; all that was needed was a refinement of the structure of the presentation."

> "I helped serve as a resource person at our initial adult basic education meeting. It was de-

> cided at this meeting that we needed to hire a recruiter."

"I had the pleasure of organizing and conducting an in-service developmental meeting last fall and am currently working on another. The Director of Adult Education lent his moral support to the venture, which went well enough, give or take one 'almost' ulcer as I waited and worried for the special participants to show on time ready to do their assigned parts. Next time I'll do better (knock on wood) since I have more confidence."

"The workshop session was successful, I believe, as corroborated by favorable comments from in-service attendees. Participants had fun and some thinking was changed as a result of the meeting."

"In October I was able to discuss with a group at a local workshop. It seems to give people in our field a feeling of assurance to learn that others have problems, results, and conditions much the same as they have."

"At the request of the State Director I was asked to share some experiences or ideas from the Institute. I found this extremely difficult to share with others. . . the full extent of the activity. Certainly, however, this was at least one evening in which adult education personnel were working closer, with more enthusiasm than before and in which all began to take a closer look at what we felt, why we felt it, and what we could do about it."

"Another teacher and I were in charge of planning a fall workshop. Besides giving a report of the Iowa Institute, I also included a brainstorming session and some role playing as a direct result of my Institute experiences."

> A sizable number (twenty) of Institute participants found also that they were called upon to speak before other community groups, agencies, and committees as a result of their summer experience. Quotes from several of the questionnaires reveal the depth of participant involvement in such activities."

"TO SPEAK OUT"

"I spoke to a group of Headstart mothers about basic adult education. The mothers were informed of the different ways in which classes were held so that they might work for their GED at their convenience. Three mothers subsequently enrolled in the class."

"I was asked to speak before the faculty of a public school in the area. The subject was the individualization of instruction based upon my experience in the learning center."

"I spoke to a six county area OEO outreach group. I talked on recruitment and how the OEO could help. Much of my presentation was gleaned from the Institute."

"My most productive activity, and the one that has reached the best audience, has been my appointment as a staff member to attend weekly meetings of the Community Education Directors. My purpose is to give the adult basic education teachers a voice as I am the only one at the meetings who is exclusively in the classroom. Now the problems and possibilities of the teacher are continually being brought before the administration."

"We presented a program for the county Reading Teacher's Association. We explained our program and the goals for the undereducated in our community, while showing slides of some of the classes in our community. It was a typical January night. . . very cold. We had only ten people attend. What did we accomplish? We got some volunteer teachers for our county home classes."

"I have prepared advertising for local radio and television stations, spoken at Rotary and Lion's Club luncheons, visited and asked support from the Ministerial Assn., Welfare and Employment agencies, the Senior Citizens Club, and the NAACP. While none of these have yielded large returns, the time should not be considered wasted."

"I demonstrated some of the adult basic education materials and teaching techniques to an Introduction to Teaching class at a state college."

"I was a speaker at various women's clubs and Kiwanis. The main purpose of the speeches was to make people aware of the adult basic education and the program we have to offer out of our community college. On all occasions people were enlightened about the need and the purpose of adult basic education."

"It was good for me as a teacher to speak out about adult basic education. It helped me to gain self-confidence, which, in turn, helped me to speak out on several occasions. We were able to gain new students as a result of these speaking engagements."

"I served on a committee at the NAPCAE Convention and we took the idea auction from our Iowa experience and tailored it to fit the situation. Reports afterward indicated that it was very well received."

"Numerous speaking engagements have followed my involvement in the Iowa Institute. I have appeared before the Hotel Association, the Rotary Club, Jaycees, a 6th grade class, the PTA and have made many individual contacts on a one-to-one basis."

> "I was asked to become a member of the county advisory committee in immigration services."

"I assisted the State Department of Public Instruction in publishing a brochure on recruiting and retaining students. I used my notes that I have taken from the Iowa Institute for this purpose."

"I have served on three state committees this year: a task force commission on higher education, a state advisory board for continuing education, and an in-service committee for the school administrators of our state."

"I spoke to local social service groups, to the state employment service personnel and also met with people from two radio stations and had interviews over the air about adult basic education. Our year has been the most successful since we have become involved in adult basic education."

"I was very disturbed to find that many people 'play politics' with the welfare of the rural poor. . . I believe that my experiences at the Iowa Institute and the confidence I gained from it led to my present position as a fair hearing advocate for a local council of migrant workers."

> Several participants indicated that they had begun recruiting with renewed vigor as a result of the Institute.

"I WORKED . . . IN MY OWN WAY"

"I feel I worked. . . in my own way. . . on recruitment. Like any salesman, one needs to go out and sell adult basic education. Enthusiasm is the key. Follow up leads. Our job is really to help people help themselves."

"My most 'fun' activity has been recruitment. I do think I learned some tricks last summer, but I also picked up some feelings of pride about what we were all about. This has made my job of selling the program much easier. I was more confident of myself and of what I was trying to involve people in."

> "The newspapers, radio and TV stations were very helpful (in recruitment). I would never have been so 'pushy' toward them without the encouragement and direction of the workshop."

"I have spoken to the Kiwanis Club and the Rotary Club in order to get their assistance in recruitment."

"The 'Collection of Some Recruiting Procedures in Adult Education' handed out by Dr. Al Campbell became my bible during the recruiting season and really helped to do the job. We had posters made and distributed throughout the town. Previously we had just had an article placed in the newspaper and called that our recruiting.
Notes were sent through the schools. Spot announcements were made on the radio. We hired a recruiter, who later became my aid. I wrote up the information sheet about our programs and delivered them to all the large employers in town plus the air base personnel. I went to all the schools to talk with the principals and gave them copies of the information sheet for their teachers, feeling that community awareness is a very important part of recruitment. My administrator felt it would be impossible to get all of the community agencies together for a meeting so I met with each of the agencies separately. Most of the agencies were either unaware or uninformed about our program . . . and I about theirs. The meetings were mutually beneficial."

> For some participants, the special activities of the year following the Institute have involved developing new methods and techniques or materials for teaching and sharing them with others.

"TEACHING AND SHARING"

"I was asked to put sample tests and class outlines I used into order so that other people could share my work. The results have been very rewarding as many instructors have commented on how much it has helped them, and students have said how much more confident they are in taking the G.E.D. tests than if they had not had them."

"A field trip was planned so that sixteen adult basic education teachers could visit an innovative high school where teachers are facilitators and resource persons."

"Our unit now holds one staff meeting each month for all teachers and leaders of adult basic education activities directed from our center. It has been my privilege and responsibility to discuss phases of our work with members at the staff meetings. My reports and discussions draw heavily upon procedures I had observed and enjoyed at the 1971 Institute. Recipients expressed appreciation for this, which, they assured me, helped them over many 'rough' spots."

Other scattered examples of "special activities" are in evidence by the responses to the questionnaires.

"AN INTEREST WAS AWAKENED"

"I have just accepted the position of Program Developer and hope I will be able to implement programs which will increase the quality and enrollment of the High School Completion Program. My emphasis will be on the High School Completion Instructor."

"A University faculty member invited me to address a class of college students in Adult Education. I attempted to give them an overview of what an adult basic education class does and how I thought the educationally and culturally deprived adult should be approached. Perhaps an interest was awakened in the fulfillment of this kind of teaching. Some of the students did express a desire to intern or work in our program."

"My first tutoring experience was with a woman in her late thirties whose formal education got through the sixth grade. My goal was to bring this person up to the level where she could keep up with the class studying for the GED exam. This she had tried unsuccessfully the previous year. Here was a person wading through a manual of the most advanced material . . . some company's idea of a "sample" GED test. She was frankly discouraged with the reading.

On our third meeting I began to 'ease' her away from the workbooks, although she had almost an obsession with being able to finish them. We worked on some cycles in vocabulary. She was especially interested in learning pronounciation marks and showed such enthusiasm when she could figure out how to pronounce a strange word.

We had fun with one of the cycles on the identification of dogs; she was very knowledgeable about animals. Her family had several pets, including a donkey that brayed me a welcome each time I came.

This was my first experience with tutoring an adult. I feel I was able to see and feel many things I learned at the Institute. Certainly I gained appreciation of what 'learning handicap' means. I saw, first hand, how this handicap had affected this person's life, not only in the job she held, but in her feelings about herself."

"As a direct result of the Institute experience, after two years of frustration, I was finally able to develop a meaningful adult basic education program in two towns where none had existed before: I contacted the state adult basic education consultant; we met with the local school superintendent; I recruited a bilingual agency; I identified and got permission to use an old church as our meeting site, we built in home tutoring and outreach programs. I had struggled for two years to get this program going; before the Institute, I just didn't know how to go about it."

PLEASE REPORT ANY IDEAS THAT HAVE COME TO MIND DURING THE YEAR RELATING TO ADULT BASIC EDUCATION ACTIVITIES.

This topic included many different types of responses. Of most concern to the respondents, was an opportunity to provide more effective instruction for their students. There was a concern for developing better course and instructional materials, and a better rapport with students.

"IDEAS 'COOKED UP'. . . INSTRUCTION"

"Students themselves should be encouraged to recruit their fellows. Sometimes there is a communication gap between teachers and students, which results in the ones who need the most help getting the least."

Incentive is the key word in getting more individual ideas into practice. Students themselves often have the best ideas for bettering the methods of their own education and, if given incentive, will be the best ones to implement them. I feel that the best instructors are those who have 'been there'."

"We developed a "Fresh Start Program" to help adults find a better way of life through improving their basic skills in reading, writing, and math. We use a mailed poster and have developed scripts for radio and TV publicity which are based on actual remarks from students. We have had excellent success in recruiting students."

"My idea was to start an afternoon adult basic education class in our family room at our home. The students want these classes to begin and I plan to do this in the fall. I am sending home books now for the people to read and work in at their homes and they keep requesting more work."

"We found that we need a better reading program for older adult students. We have ordered all new materials for next year, including reading machines, tapes, recorders, etc."

"As the year has worn away, I find that the Institute really gave me confidence in myself and my ideas. I discover that I am using the little ideas in my class and even feel myself getting the urge to do some advertising and recruiting.

My idea of a meeting for the high school equivalency instructors was evidently not worthwhile as it never went any further than my immediate superior. But I may still try to push for it."

"Monthly staff meetings have been initiated in an attempt to develop a more cohesive staff with resultant unity and correlation of effort. A written statement of goals and achievement structures necessary to the attainment of these goals was prepared."

"Our supervisor has gone along with any ideas I have "cooked up" such as:

1. Vocational training as part of an ESL (English as a Second Language) class.

2. Flyers mailed to clubs and groups.
3. Completely individualizing adult basic education instruction.
4. Encouraging parents to bring older children.
5. Serving refreshments.
6. Having students share their hobbies.
7. Phoning students who no longer come."

"By individualizing instruction and by allowing students the opportunity to participate in the selection of material, they were more eager and interested in areas where they were weak.

"We saw a need for an advisory committee, workshops for our teachers, a GED learning center, and an ABE / ESL (English as a Second Language) learning center. These have been developed and put into practice with the exception of the ESL center. This will be functioning by the fall term."

> "I established learning centers where students, with the help of aides, could benefit from small group instruction. There is now a decrease in the rate of drop-outs and an increase in student productivity."
>
> "The one idea that really developed and went into practice in my classroom was that of individualized learning."

"There exists a decided need in our learning center for a structured reading program involving hardware and software.

The materials we have for the adult learning to read does nothing to promote left to right eye movement, eliminate regressions, or word by word reading. I've observed reading hardware and software in operation wherever and whenever possible. I've shared my feelings with the adult education director, the special needs counselor, various department heads, and the rehabilitation counselors. I'm getting agreement and encouragement. When I get financing, I'll be on my way."

"We made arrangements for our office and teaching staff to spend a day or two at the Institute to meet other administrators and teachers. This worked beautifully. Back home, we discussed the many issues each became a part of during his day. From this idea we developed an almost daily communication system between administration and staff. The teachers, in return, developed a closer communication system with their students.

Teachers have been encouraged to motivate and recruit students in their own fashion. Retention has been very high. The Spanish-American teachers are teaching almost entirely within the homes. We felt a closeness to the participants of the Institute and realized it is an important ingrediant to teaching.

We also developed the idea of 'personal instruction' and spent many hours developing individual lessons. We have developed a 'teacher self-expression pool." We brainstorm and then modify."

"I have encouraged central files for records and follow-up on individual class members, including addresses, telephone numbers, and class location. This facilitates counseling and other business matters.

I have also encouraged the hiring of more intake interviewers to visit the classes. Also, having supervisors visit the classes frequently, giving the people a feeling of being connected to the help and resources of the community college.

We have developed several mini-courses for small, interested groups to give exposure to some varied areas. The students were asked for suggestions so it was a cooperative effort. After a few weeks, the most popular areas were expanded upon, and several were dropped. In two broad categories, "Looking at Life," and "Being Human," we developed such areas as family life education, religion, drama, elderly minority, child psychology, women's liberation, and civil rights. One problem is that some students want to concentrate only on basic skills, so the teacher must be able to accommodate both groups."

"One of my concerns is the lack of materials for individualized instruction in English. I can see that it would be most helpful to have an experienced teacher in the adult education field write learning activity packets in the area of English. We've discovered on the high school scene that we really can't wait for publishers. We are the professional educators.

Also I hope to see more in-service opportunities for adult basic education teachers in our area."

> "The teachers must get together for periodic meetings to discuss common problems or successes. It is easy for a teacher to feel isolated out in the sticks."

"I use a recorder and a typewriter in my classes, attend meetings of interest, and have discussions, using library books. In using the recorder, a lesson can be given on it for one or more persons to study while I am busy with others. Using a typewriter is helpful for people who find writing difficult. It also helps learn letters and spelling."

"We held a Reading Workshop for our instructors. Part of the day was spent in teaching the foreign born student to read. Since we have one instructor who has been very successful at this, we use her as our resource person.

If we just give our instructors a chance they can really help each other. They are after all much closer to the problems than many of our "specialists" and many have the initiative to find the solution to their particular problem."

"We try to get students out of the classroom and into all phases of the community. I have found the students hesitant at first, but as they gain assurance and knowledge they are most anxious to reach further out into the workings of the community. Women, never attending the PTA, now are on committees. Many students have never been to museums, art and science displays, etc. Now they take their families to visit these places."

> "In the classroom I have constantly sought opportunities for the students to evaluate the learning situation and the alternatives I provide. I was always learning from them nonverbally but now it is more verbal. When

> they don't like something, I hear about it
> and I also learn the whys and what they would
> like."

"We use more teacher-aides. We determined that if a class grew to the size of 15 participants we could justify an aid for the teacher. This made the teachers feel more appreciated and it certainly gave more individual attention to the students. We also started hiring babysitters for classes in which there were parents who had to bring their children. In several classes we held recruitment coffees to which the students were asked to bring prospective students. These were moderately successful.

The whole concept of "basic" education must be upgraded. I attempted to find more ways to serve the very low level adult. We are at present attempting to figure out 3 levels of work below 6th grade competency . . . it is hard!"

"I transferred from our Learning Center to the Salvation Army Building. This is nearer the homes of many of the students and relieved the problem of transportation.

Also, big bulky texts are discouraging and I was able to obtain some copies of single units from workbooks. These were placed in plastic covers with bright colored bindings. They were enthusiastically received and well worth the work and expense."

"It has seemed to me that we are guilty of imposing on the patience and time of many of our students in the matter of preparation for the GED. Many of us have geared our classes to a few favorite workbooks. They are very easily procured and require only little teacher supervision as students work at their own speed.

English is the worst. To the typical individual with a 9th or 10th grade drop-out record, we give a Red, Blue, and Gold Book. We ask him to spend many hours working on transitive/intransitive verbs, active/passive verbs, nominative/objective cases, clauses/complex sentences, diagramming, and a large variety of other things. The student is turned off by the amount of work, with the same doubts as to its relevance he had years ago. So he drops out again. This time he may not come back.

At the same time we know that on the GED test which he had hopes for, there is not one single problem involving these areas.

A better approach is to spend more time working on the common everyday errors that people make in their speech and in their writing. This, after all is what the GED applicant will find in his test. At each session I approach the group with typical problems in usage, expression, vocabulary, or spelling that are representative of those found in the usual test in this area. Right and wrong are discussed, the class makes up a drill/test in multiple choice format based on the discussion problems, copies are run and next session students take the test they made up. Dittoed IBM answer sheets, similar to those they may use in the test, are used. All answers are reviewed, explained orally, and explained again where necessary."

"In order to get more ideas into circulation and to build a better ABE program I would like to try having instructors meet in small groups (5 or 6) and discuss problems or new ideas and thoughts they have. I have found that many will not voice opinions in a large group or give out their new ideas.

I also developed an informational guide and tests for instructors to use. Publicity posters were also developed."

> The second major theme involved a concern for better promotion, publicity, and recruitment for adult basic education.

"OUR ENTHUSIASM AND THE ENTHUSED ADULT"

"Our school is a little old building that was once a neighborhood grocery store. The grocery shelves had been replaced with book shelves, tables, and chairs. Instead of daily specials on the walls, there are bulletin boards, charts, and maps. It is a Store Front School.

After two weeks, our little building was just bulging and too much for one teacher. Our enrollment increased by 50%. My own suggestion for getting ideas into practice is to offer to do the work yourself."

"Pay students who have graduated from your GED program to recruit for you.

Develop special interest classes on topics relevant to the students, with guest speakers added.

Have weekly films on relevant topics, shown during the free coffee and cookies break.

Have a homecoming program for all GED graduates.

My ideas were discussed with all teachers and program coordinators.

The Superintendent encouraged us to try some of the ideas."

"Have babysitting service, car pools, and classes at off-campus sites for senior citizens and at the Indian reservation.

"I started a newspaper from our center. The students have completely taken it over and report center news, interviews, etc.

We also persuaded our Director to at least try student committees for hospitality, planning, bulletin boards, newspapers, etc. However, there is administrative reluctance to give the students any real voice in school policies so the planning committee is relatively functionless.

Several of us teachers have vowed to try to push through the following:

1. Preparation time for teachers
2. Consumer education
3. School newspaper
4. More speakers and films
5. Better public relations and publicity
6. Volunteers program
7. Training of aides
8. Recruiting for night classes
9. Regular teacher meetings
10. Visits to other learning centers
11. More student participation
12. More evaluations (by students and supervisors)
13. Better use of bulletin boards and walls
14. Adding a staff member who is well trained to work with handicapped learners.

We have been about 20% successful so far."

"One idea that I found to work quite well was to get the adult student to come to school so he could be a better parent to his children.

Our enthusiasm and the enthused adult students were the best recruiters of adult students."

"Our local high school is cooperating in a program wherein it gives out information about our adult basic education program and gives us referrals about high school dropouts.

We are also involving the students in organizing and planning the adult basic education programs."

"We have tried to interest shopkeepers in offering window displays encouraging enrollment. A shopping mall is going to reserve 17 windows for various subjects and skills to be advertised. Local radio and TV stations have been solicited."

"Using the public media, personal house calls, and influential powers, I desperately tried the "teacher-recruiter" idea. Since the teacher represents the key to success of any ABE program, I challenged the teachers to "hustle" their own class using their personal means for "enticement."

"I am using the students to recruit. Classes in two areas are recruited primarily by students.

Some classes are at least 20 miles away for each person. These people would not attend a class in the local community because of embarrassment. I am hopefully breaking down this "hang-up."

> "We are considering contacting the local radio and TV station so some of our graduates can appear and give personal testimonials as to their experiences in ABE. I also believe the family-study night is excellent. I hope we can get it funded and organized."

"A mass promotion and recruiting campaign was planned and put into operation. Included in this campaign were newspaper ads, feature stories, and hand-out fliers. Posters were prepared and distributed throughout the area. A list of clubs and organizations within the area was obtained and letters forwarded to presidents and program officers making speakers available at no cost. As a result of the speakers bureau, 15 organizations were given access to additional information concerning ABE activities in this locality. Enrollment throughout the program has gone from 250 to over 400 students this year. Whether or not this is the result of promotion-recruiting campaigns, however, is indeterminable."

There were other responses that involved statements of a general philosophy about what ABE should be.

"THINK MORE BROADLY"

"Each student who does come is very special because resuming education for those who have failed in the past is a major decision. He has many doubts and apprehensions. Often these are shared by his family and society in general. This will only be changed as there are obvious examples of success."

"It has occurred to me that people who need ABE training have a feeling of wanting someone to share their needs, to know how to sympathize with their needs and to be able to give them the help they need."

"We need a more 'down-to-earth' person-to-person relationship with everyone whom we find interested in helping himself to a better life. A high school equivalency certificate is a wonderful paper, but better still is the feeling of self-confidence, pride in accomplishment, and value of life itself which we can help each person achieve."

> "To me the amount of knowledge, attitudes, and adaption to society is more important than the GED. I'm afraid the counselors and my supervisor do not go along with my thinking, however. The number of GED's you turn out are what makes your program look good!"

"ABE money should be used to complement other job related monies. Adult teachers should think more broadly in terms of ABE and see it in its real context of career goals."

"I felt that career education should be the vehicle in our curriculum to solidify our different subject areas. We plan to implement this as soon as we have gathered sufficient materials to be effective."

"Why can't workbooks be available to referral agencies? For example, local OEO Center and Head Start outreach workers do a great portion of my recruiting. A sample workbook could encourage some prospects."

PLEASE REPORT ON HOW YOU HAVE TRIED GETTING IDEAS, SUGGESTIONS, AND HELP FROM EDUCATIONALLY DEPRIVED ADULTS AS A BASIS FOR IMPROVING YOUR OWN WORK OR SOME OTHER ASPECT OF THE ADULT BASIC EDUCATION PROGRAM.

Most of the Institute participants used some sort of polling device with ABE classes to elicit suggestions about the program, or to determine the student's opinions of the way classes were operated. A few of the participants polled their current classes and contacted previous classmembers. There was no general agreement on the usefulness of these methods for gaining insight into the students thinking on the programs.

"IT WAS QUITE REVEALING"

"I conducted a student survey in September. I asked open-ended questions of students presently enrolled and also students who had finished or dropped. In order for them to feel free in their answers, I had them mail the responses to me with no names attached. I also talked with the individual students that I knew would be forthright with me. It was quite revealing. . . the largest request was for more individual work on a one-to-one basis."

"I have written to all my students from the past several years, inviting them to 'sit in' on my classes as my guests if they had dropped the course or had not completed the

GED tests. I have also told them when the tests are being given. Huge success. . . one taken. Oh well, I'll try again next fall."

"LISTEN TO THEM"

"As teachers of educationally deprived adults we spent many hours just talking to our students about their goals, their families and their backgrounds. We made ourselves available many hours outside the classroom. We believe in 'each-one-teach-one' and are frequently 'taught' more than we teach."

"Next term I plan to ask each student to bring two friends and we'll try 'friendly night'. Regular lectures, individual work, plus friends and refreshments."

"My adult students consist more of young adults than of mature adults. With the mature adults, a sincere friendly interest in them personally, and in their families, and in their goals usually opens a discussion of what needs they have that aren't being met. Much is admitted inadvertently. While some of the adults are reticent, the younger adults tend to be more vocal. Sometimes their suggestions, while unworkable in themselves, reveal areas that need help more clearly than the student can state himself. I don't know as I've tried 'new' things. I try to remember names and goals. I listen. These are all things I learned at the Institute."

> "My most effective approach is to engage them in conversation. When they feel confident they can discuss and be listened to, they feel free to talk."

"Two open conferences have been held with our ABE students in an attempt to adjust programs to better meet the needs of our students. I do not feel we have yet gained any real insight into needs by this mechanism."

"We have done several surveys through our existing classes. They are short and most generally seek to establish how they heard about the classes. It has been a good way to check up on our recruitment and outreach work. We found, by the way, that most persons were told by another person."

"A survey is being processed at present. . . it is one questioning those persons who have dropped out of our program. This, I think will give us the kind of information that will (1) direct our changes for future classes, and (2) give us more valuable input for teacher training."

"In the classroom I have constantly sought opportunities for the students to evaluate the learning situation and alternatives I provide. At first I met with a great deal of resistance. This came from a mixture of the following: "I'm the student and you are the teacher" attitude, a certain uneasiness about the novelty and newness of the idea, and a great deal of uncertainty in general."

"An approach I use is to sincerely discuss with each class I visit how we might improve our program. We usually visit each class 2-3 times and I honestly feel our students 'know' us."

"We have informal discussions within our classes about the on-going characteristics of education.

> Our students have shared with us and with each other, previous educational experiences and we have all learned from one another."

"I worked first to win the confidence of my students. When this was accomplished, they were more willing to express their problems and needs. I had discussion groups meet for the first 30 minutes of each class in which instructions were given. Students who did not want to take part in the discussion could begin working in their learning centers. I feel that this is the best method and has worked well with me. Of course, I wish I had more time to discuss their problems and needs with the students on a one-to-one basis. I think we need more counselors in adult education."

"I have asked the members of the ABE class to select the teacher and the paraprofessional who will work with their class. I have also asked the class to list their needs."

"I have called, or have had a social worker (employed in the ABE program) call twice during the year each ABE participant. Discussions in these conversations have been aimed at (1) determining what we can do to promote an improved program that would create possibilities for greater participant involvement; (2) determining problems that do exist in our programs; (3) determining what we can do to improve attendance; and (4) determining what we can do to improve communication and serve the adult learner."

"I have asked the ABE students to evaluate me. . . what they expect of me and what they expect out of the ABE program."

> Some participants of the Iowa Institute relied upon other community agencies or organizations who worked with educationally deprived adults.

"ANXIOUS TO LISTEN"

"We have worked with Community Action Program in setting up typing, bookkeeping, and sewing classes when requested. We have also worked with and referred people to Vocational Rehabilitation. We are always anxious to listen to any suggestions anyone has."

"The approach I have used to obtain new ideas to better serve our adults is to work closely with various community groups such as MICA and the Community Action Program. As a member of these organizations, I feel successful in making these individuals more aware and less hesitant of using the educational opportunities we have available."

"We worked with local, state, and federal agencies in trying to involve their clientele in our programs. We found apathy on client and agency personnel parts."

> One Institute participant responded that a specific student board had been set up to get more input from adult learners.

"The student advisory board has worked effectively and honestly, and I intend to suggest that its use be expanded throughout the entire program. The board members are elected from the student population and serve for three months each. After this time, one person is retained, and others are elected. The board has functioned more effectively since we limited the administrative personnel to one member in attendance. The students on the board feel less inhibited in discussing their problems as they make up 90% of the membership. This places the student in a position of responsibility and involves many of them much more personally in the make-up of the program.

Two suggestions for using a board made up of students:

(1) Confine the administrator or coordinator who will sit in on the meeting to one person who is genuinely interested in what the students have to say, no matter how trivial, and who is not an authority figure.

(2) Let the students be the leaders in initiating any discussion and in controlling the meeting."

Another participant responded that her most effective means of helping educationally deprived adults lay in utilizing elements within their own experiences as a basis for learning.

"One of my students was a man in his fifties who had never learned to read. He worked for a construction group and had to bring supplies to the workers. I had him copy the names from some of the bags and we spent several class periods learning to read these. It made it much easier for him than his former way of remembering that the "bag with the blue label is redi-mix."

By far the largest group reported personal communication with adult learners as the way in which they sought in-put from educationally deprived adults. Many responded that they relied

> not only upon what the students said to them, but also upon non-verbal communication from the students to determine the student's needs.

"I generally ask all my participants to comment on the materials and program. The greatest problem with adults is that they will tell you what they think you want to hear if you haven't gained their confidence."

"This is not new, but I listen carefully to any implication (good or bad) which a student might give me that would help me with another student or a class situation. In other words, 'Be Alert'. I also ask them frequently what we might do to help them in any way or to make their class work easier."

"My suggestion for getting help from adults in your class is to 'listen to them'."

"It is the slow road of winning their confidence enough that they are certain you can be trusted and they will discuss their problems with you. In this small town it is possible to call and visit with their families and in their homes and listen to their personal problems."

"I did attempt to contact drop-outs for the ABE program. I found that I met unexpected human needs when I put myself out to find the people. A girl was wandering about in a slum area. She needed help. We ended up at the police station. My student contacts had to wait until another day."

"I get ideas by just plain asking. They may be educationally deprived but they can think."

PLEASE REPORT ON ANY PLANS OR EFFORTS TO GET MORE COMMUNITY INVOLVEMENT IN ADULT BASIC EDUCATION ACTIVITIES.

Most of the respondents outlined plans which generally revolved around efforts to contact and solicit the support of social service and welfare agencies, community organizations and civic clubs, church groups, school leaders, and the local media.

"NOT. . . ENOUGH INTERACTION. . ."

"Basically, for recruitment we contacted: Welfare agencies, social service agencies, the employment service, an alcohol referral center and a vocational rehabilitation agency.

We are not satisfied with the progress made in community involvement."

"Most of the adults here are on welfare. I have worked with the Chamber of Commerce President to find jobs for these people. Several found jobs and then quit classes."

"Among other agencies, our recruiter contacted the Dept. of Social Services and obtained 4 names. These 4 people enrolled in our classes and have done very well.

However, one of the Heads of the Dept. said that this was very wrong because these files are confidential."

"My advice is to make personal contacts to all agencies, clubs, and leaders. This may take much time but it is more successful in the end."

"I feel that one of our best community helps could be churches. My plans this summer are to try to get them involved."

"A slide presentation on the ABE program was compiled this year. Presentations have been made to various civic groups.

Community experts have been used as guest speakers on occasion. The ABE Director and a former ABE and GED graduate utilized the local "talk" radio program. We developed several pamphlets which were placed in the grocery bags of shoppers one weekend a month for four months. This led to a limited degree of success. Next year we will also use the pamphlets as a supplement to the local newspaper."

"I have met with each of these agencies regarding recruitment and information about our program: Social service center; employment service; Welfare office; and Ministerial association.

There has not been nearly enough interaction with these agencies and certainly not enough agencies have been contacted. I have found that most of the agencies were most willing to listen and cooperate. More concentrated effort would have heightened the degree of their involvement.

Basically, I believe that involvement activities could be carried on with agencies and clubs in a relatively easy manner if the director and teachers involved in the adult program had more time."

"We have been trying to involve the Superintendent of Schools, school board members, church leaders, the welfare agency, and the rehabilitation agency. They have also been asked to attend our recognition night for all basic education students and GED graduates which is a ceremony very similar to a regular high school graduation."

"I wrote an information sheet and wrote to the large employers in town plus the local air base. I went to all the schools, talked to the principals, and gave them copies of the information sheet. I met individually with the heads of the following agencies:

Welfare agency
Community Action
Rehabilitation service
Employment services
Salvation Army
Ministerial association

Most of the agencies were either unaware or uninformed about our program and I about theirs. The meetings were mutually beneficial."

"I have attempted to inform most of the ministers in the area about the plight of our poor brothers and sisters who are being forced to go on welfare because there are no jobs. They are counseling their congregations concerning ABE as well as the need for such experience in competing for the jobs which are available.

I recommend that the people who are involved in teaching and recruiting for ABE programs become acutely aware of the problems which affect the people with whom they are working. It is much easier to understand the undercurrents of mistrust and opposition when one knows the cause of the problems affecting the people."

"We are trying to involve "decision makers" in the community to make adult education a part of each school curriculum.

We used the "Microville" concept for a workshop of our own, involving 66 participants who were identified as community leaders.

We developed an advisory committee from each community to help promote and give advice on course offerings in each community. Problems involved are getting everyone together for a meeting, a need to work much harder in getting the advisory committee involved, and getting a cross-section of the community on the committee."

"Through my work in Camp Fire Girls, School Mother's Club, and just my neighborhood I have whenever possible encouraged those people who need to complete their education to get back to school and those people who have skills to share them."

"We have tried to involve the Lions, the Optimists, and the Rotary Clubs. We have involved the clergy, particularly Catholic priests who can speak Italian or Spanish. We have involved social clubs that cater to immigrants and newcomers. The clubs and the clergy were solicited first by two of four teachers' aids who speak Spanish fluently. The results have been heartwarming but any contact of this sort must be frequently followed up."

"I used the concept of community education. A community education night was held which was attended by community leaders, organizations, and interested parties. Adult education and ABE was explained. An education committee was formed and I was asked to sit on it. At a second meeting ten classes were set up.

A senior citizens group of 40 people was set up for another time. It is now going strong. Many have expressed an interest in ABE classes and some have enrolled.

Six weeks of publicity was set up. The success of this program has helped to insure many people's interest in future adult classes. This was a very worthwhile project to help bring the community together."

"I am trying to 'bend the ear' of anyone who will listen or appear sympathetic to the cause. I have 'worked on' the leadership of educational and ministerial associations welfare and employment agencies, Rotary, Lions, Senior Citizens Clubs, and NAACP."

"In the recruitment process for my area of the city I tried to involve the following groups: the elementary school, PTA, local day-care center, and the board of one of the neighborhood churches."

> "Our city government, after much explanation and urging, has made it possible for the city employees without a high school certificate to attend our ABE classes and prepare for GED tests."

"We have had fairly good success with the obvious channels of information such as TV, radio, and newspapers. The cooperation from agencies has varied from location to location and in some instances agency persons have been destructive to the classes. This, I think can be attributed to a lack of communication on our part and therefore a feeling of uninvolvement on their part. However, there have been a couple of instances in which they considered themselves experts in the field of adult education and caused needless problems for the teachers.

We have had help from the local Council of Clergy by placing notes about the program in their bulletins. The schools have been fantastic in their cooperation for the most part by distributing flyers, etc."

"Each time I have approached the mayor about getting involved he has had other commitments. So far no luck.

We have spoken to the Retired Teachers' Association, a volunteer organization, and several ladies' clubs to tell them about ABE. The primary purpose was to get volunteers for our county home classes. The response isn't outstanding, but we keep enough volunteers to keep our classes going."

"The extent to which I have tried to involve the community has been limited to the agencies. I have experienced very good cooperation from rehabilitation agencies, the Neighborhood Youth Corps, and the Equal Opportunity Center. Social and welfare workers, even an occasional probation officer, came to our college for help from our Special Needs Dept. with which I am actively involved."

"I have visited such community leaders as the local ministerial alliance, city commissioners, county commissioners, and the local state employment agency. I am in the process of establishing an advisory board. All whom I have contacted have wholeheartedly endorsed our ABE program. My big problem is time. Being a part-timer in ABE handicaps the carrying out of some of the activities. I do have great support from my school officials."

"We participated in the local county fair with a booth, posters, TV, brochures, etc. We felt reception was extremely poor. Results of all the time spent were disappointing.

Letters to clubs, organizations, and churches brought very little response. I still feel I have no answers in how to motivate. How do you do something to make people act.?"

"We have tried involving several clubs in different ways and have run articles in the newspapers and over the local radio station. We formed an advisory council to reach all classes of people. Our local welfare and manpower offices work very closely with us. We've involved our local college and use several college students as tutors for our people."

"We have tried and partially succeeded in informing the Public Assistance Dept. of what we have to offer their people educationally.

I would like one of us to go around to clubs and adult groups and inform them of what we can offer adults who need further education. We are now planning to do this next fall when we start classes.

It bothers us that so many adults don't have any idea as to what we do for people at this nice building. . . in such an ideal location."

"We held two meetings with the following agencies and informed them of the ABE programs and plans. We told them of the need to take part in promotion, recruitments, and understanding:

1. Employment agencies
2. Public assistance agencies
3. Public schools
4. A state hospital
5. Indian leaders
6. County commissioners
7. The mayor and city council
8. County home agents
9. The sheriff
10. The chief of police

We keep them posted on what is going on and they make referrals to us. We also use them any time and in any way we can. We received many good ideas and suggestions from community sources.

Acceptance and progress of our programs has been great. The only regret we have is that we didn't start soon enough with their involvement.

Sell your programs, let others know what you are doing - get them involved!"

"We have a 'tutor-recruiter' who is doing a wonderful job getting volunteer help from church groups, students, senior citizens, housewives, etc. However, there are many inherent problems in the tutorial program and hopefully a supervising teacher will be employed to coordinate the program.

I have worked through the community college public relations department in developing some TV newspots, newspaper features, etc."

Some people varied in their plans or ideas for community involvement and were grouped as "miscellaneous" thoughts on the subject.

"PERSONAL CONTACT"

"We tried to get high school and college graduates from the community to help tutor. So far we have four people: a filling station owner, a food co-op manager, and a high school senior."

"Personal contact has always proved to be the key in recruiting - although using an influential member of the group as a "contact man" has also proved to be an invaluable device."

"We have recruited the Future Teachers of America in our program. It was no effort to get help. Most young people are looking for a sense of responsibility.

We also recruited a group of discontent parents into the project who felt that the teachers and school were not doing a good job. They found that teaching was harder than they thought. I now have greater freedom to plan my program and allow small group participation. The students learn more and I'm not as exhausted."

"In our community the construction industry has provided career orientation for the adults. We have planned field trips to the job sites and requested their help. This is an area which should be further explored in order to provide facilities and teaching experiences in vocational subjects."

"We try to involve OEO outreach workers in recruitment and by sending us names of prospective students. I try to involve Social Welfare as a referral agency also.

My suggestions would be to stay away from most community clubs, organizations, etc. They are sympathetic but that's about it. There are key people in every community who know everyone in town and have a certain influence on most ABE prospects. These people must be sought out. The best way to recruit is by door knocking and selling door to door."

"I have tried to recruit likely candidates as volunteers in our 'Each One Teach One' (EOTO) program. This is mainly directed at individuals who I know would benefit from tutoring our ABE students. The students are adults who are non-readers, low-level readers, foreign students, or persons who have been in special education classes when they were full-time students. The tutors meet privately on a one-to-one basis and are all volunteers. The EOTO has helped immeasurably by giving a lift to adults with special problems that cannot be adequately handled at the time in our ABE classes."

"We have found the community to be most responsive to our Career Exploration Center and this gives us a new source of students."

"A former student continued studying after she graduated. She became so proficient we employed her as an assistant. She proved very effective and is doing an excellent job. She is good on promotion, recruitment, and tutoring.

My advice. . . don't give up and show interest and concern in each individual."

"My co-worker and I have given considerable thought to forming a Family Plan in which parents and children could attend sessions and be given material to fit their individual needs."

PLEASE REPORT ON ANY NEW OR UNEXPECTED SUCCESSES THAT HAVE RESULTED FROM THINGS YOU HAVE DONE.

A rather large number of participants reported some surprise successes. Perhaps the most frequently reported new success involved personal relationships with students.

"A SINCERE PERSONAL INTEREST"

"My successes have been only tiny, personal ones, but I do want to tell about one: I teach public school in one town, live in another and teach Adult Basic Education in a third. One high school girl told me that her sister would like to come to the Basic Education class but had no ride. So I arranged to take her home with me after school on class nights, feed her supper with my family, then take her to class with me and afterwards deliver her home in the first town. Evidentally she didn't like my cooking because after two sessions she talked her brother into going to class and taking her. Later they recruited a friend and now all three are hard at work in my class. If you can quietly beat down all the excuses people have, they'll come and enjoy it."

"The success of this venture will not be known for some time. One student at the county home can not talk, but has proven that she can learn. The superintendent arranged to have her examined by a dentist who believes that by re-placing her teeth and lowering the roof of her mouth she will be able to form words. Then she will be given some speech therapy at a nearby university."

"I got a student to join T.O.P.S. (Take Off Pounds Sensibly). This student weighs 283 lbs. and had little self-confidence. After having lost fifty pounds she is also getting up enough confidence to try some of her GED tests. Never give up on any student, no matter how hopeless the case may appear. Little by little the answer is there, just hard to find."

"My personal feelings are that the key to a good and lasting program is in teacher-student relationships and a success-oriented curriculum. Both of these take a lot of time, allowing for trial and error methods of selection in both instances."

"It is always pleasant to get a telephone call from a past student or meet them. Some friendships have been formed which will probably last many years. I firmly believe that the key to every success has been mutual respect and my ability to tailor my teaching to the immediate need."

> "You need to get to know your student and their needs."

"My biggest success was when I threw out the programmed English material and started semi-structured classes by gathering my own materials. My students were all floundering with their English and getting discouraged. Since my supervisor frowns on structured classes, I was reluctant to change. Finally I realized that they wanted to work on the board and go over things orally in class. I have discovered that most adults need and want the class to "resemble" what they were like when they last attended. By this I mean: (1) assignments, (2) checking work in class, (3) competition, which they seem to enjoy."

"After the Institute I was very success conscious with my students. I attempted to give them some kind of positive reinforcement on every task they performed. This was a result of 'I'm OK-You're OK!' as well as the context for the improvement of the self image."

> Other reported successes varied widely, including the unexpected experience for some of finding themselves sought after for their growing expertise in adult basic education.

"THE 'SPECIAL' EXPERIENCE"

"I was called upon to act as a consultant for a curriculum guide for 'Adult Consumer Homemaking' which was being prepared. I also recommended that the guide be purchased by various community agencies who work with disadvantaged adults, and that it might also make an excellent reference for college students who are planning a career of working with such adults."

"One unexpected success was the response to a presentation (about Adult Basic Education) I made to Head Start Mothers Organization. This was really a 'potential' group. The group incentive was noticed. Recommendation: Try it!"

"This may prove difficult to explain: Because I went to the Institute I have become an expert in the eyes of other people. Because of being thought of as an expert, I have been asked to serve on committees, to chair sectional meetings, to speak to groups, etc. Because of serving on committees and doing things in Adult Education that I've never done before, I have become a better person and thus feel a great deal of success. In other words, more success has happened to me than I have provided to other people. But because of this success happening to me, I have a stronger feeling of self-confidence--thus being able to do more for other people."

"We have been pleased with the success of our program. This is only our second year, so our program is relatively new. An unexpected pleasure is the downtown visits with former participants who continue to inquire about the program. Our public school officials have also become interested in knowing more about the success of our program."

Other successes varied widely with the individuals, but some were more frequently mentioned than others.

"UNEXPECTED SUCCESS. . . SURPRISING THINGS"

"A new and unexpected success was a high school completion class initiated at a state training school for juveniles. The program started with 30 students and has currently an enrollment of 58. Definitely a success!"

"I have given special attention to the development of a free school. Apparently this is an idea which has finally found its time, because we were able to get a large number of volunteers to teach the classes and were also able to get needed money. Apparently the high dropout rate in this community has finally begun to tell on the community organizations."

"I invited the director of the community college's voc-tech division to come to class and speak on the opportunities available. This was good in itself, but the surprising thing, (the unexpected success) was that this man had 'come up the hard way'. I had not known this previously. He proceeded to tell his life story, how he had come from a very poor rural background, quit school, but finally went back and finished and even went on to college. He was a big morale booster for everyone in class. He told them how great they were to be back in school and said he knew it 'took guts'.

The obvious thing here was a striking success figure who could communicate with these people in an area where it really counted. Perhaps there are many more such individuals who have come from disadvantaged rural situations and could be put to such a dual use."

"This year in adult education I met a very structured classroom setting for the first time. This surprised me. Desks in rows, teachers at the front, fourteen week sessions, no coffee in the classrooms. Results at first were not encouraging. It took a while to establish an atmosphere of continuous learning and entry into the program at any time. Possibly the key factor was involving more teachers who now enthusiastically back the idea and this is communicated to the students. The transition was hard. Now I am delighted with the informal learning atmosphere."

"The incorporation of materials such as Job Corps units which we learned of at the summer workshop has, I feel, done a great deal to retain students. This kind of retention will, of course, be a great factor in on-going recruitment."

"One of the most surprising and pleasant events was bringing a foreign student to class who is a student at a local college. Although he is working on a Ph.D. he has trouble with his English. He comes once a week to learn to speak the English language more proficiently. Having him in class elevates the program in the eyes of the others because he has a college degree, but comes to learn more. Also, permitting a woman to come for work in math so she can pass the realtor's exam has a similar effect."

"I have made much use this year of 'interaction' ideas. New recruitment ideas have been gained. Of greatest importance to the student is the initial greeting when he makes that first step in the door."

"I think the greatest success this year has been hiring the 'right' teacher in one of the classes. She is a retired school teacher with more enthusiasm than I have ever seen in one person in all my life. She knows almost everyone in the town, but what is more important is that they know and like her."

> "Two of our former students really worked to earn their GED's and now both are enrolled as first semester freshmen in college. Their first goals have been reached and they seem well on the way to success."

"Now and then one has a 'special' experience. In January a man came to me for help. He had left school after 9th grade. Now he had an opportunity to get a better job if he could get his GED within a few months time. I volunteered special tutoring on Sunday afternoons and he arranged to attend our learning center evenings. He is to take his fifth test tomorrow, and the hours spent were worth it to me."

"A student who attended our Adult Basic Education classes, then took her GED tests and received her equivalency Certificate, has been working with us first in the capacity of an aide and now as teacher and co-ordinator. She, as well as we, is glad she is able to have work that she really enjoys. It is so very gratifying to have been able to bring her this progress in life."

"I visited patients in a hospital and tried to bring cheer to those who had no relatives or friends nearby. After they recuperated they enrolled and have turned out to be good and conscientious students."

"Ach! I can't think of any successes. One highlight is an impending wedding at our center. You can't appreciate this unless you realize we operate out of an imposing "storefront" with concrete floors. The center is the bridegroom's favorite place, the only school he's ever liked, and he's ordered a $25.00 wedding cake in the shape of a school. We've often been a little blasé about how much the school can mean to students."

PLEASE REPORT ON ANY NEW OR UNEXPECTED DIFFICULTIES WHICH YOU HAVE EXPERIENCED IN YOUR WORK THIS YEAR.

This topic included many different types of responses, yet they appeared to fall into two major problem areas. One revolved around general problems in Adult Basic Education classes, involving curriculum, instructional materials, or the teachers themselves.

"TO MEET EVERYONE'S NEEDS"

"We gave reliable achievement tests and a good diagnostic reading test. I don't believe we'll give them again. They were just too frustrating and I believe that we lost at least two students because of them. Many people were demolished when they discovered what level they were working at. . . no matter how I tried to sugar coat it.

I also discarded weekly and monthly evaluation sheets for the students to fill out. The people were writing (it appeared) what we wanted to hear.

We have other general problems such as:

1. Our classes are geared too much to teaching to pass the GED instead of things that are practical. Next year I'd like to do something with consumer education.
2. We need to use more visual aids.
3. We need more and varied materials, especially in the programmed and machine area.
4. The hard core are just beginning to be touched.
5. We do very little in the area of communication-writing.

6. I need more training in the teaching of reading."

"Our greatest problem is retention of people in our program. I believe that we are simply failing to offer an exciting program that truly stimulates the adult learner. The materials chosen by our teachers is in my opinion no damned good. (But I don't know of better materials.)

Teachers in our program are mostly public school teachers. They are just plain too tired at the end of the day to do a good job with Adult Basic Education. In many cases they just go through the paces. This is also true of the director. Concerns about Adult Basic Education are simply second.

We desperately need more good inservice programs for our teachers. More leadership for good high quality inservice should be offered from the State Director. His inservice sessions are lousy. Also, teachers who work all day resent evening inservice on nights when they are not teaching."

"We found that there are not enough adult level educational materials in some areas of study, especially science.

No one recruiting effort seems best.

Free bus transportation is misused at times.

Because of basic work and/or family conflicts, we are not able to schedule Adult Basic Education classes to meet everyone's needs."

"The superintendent and school boards are hard to work with. Training our bilingual teachers is difficult. They need more skills. We need a whole training program for them."

"I was in charge of a satellite program many miles from our main Adult Basic Education Center. The meeting facilities were excellent but I had problems storing my materials and the problem of availability of materials at a particular moment. Any machines, tapes, etc., had to be transported back and forth from the Center.

Also, many people were misinformed about the program, thinking we were going to teach welding, typing, pre-nursing, etc. I was not prepared to start the program because I learned that I was to direct the program only two weeks before it began. With my being new to the Adult Basic Education program and my students not knowing what to expect from the program, we stumbled through the first few months together. These problems could have been avoided with a better communication between supervisor and staff and clear information on the designs of the Adult Basic Education program."

"I have a problem in obtaining specialized material for English as a Second Language students. We have made what materials are available, including a store catalogue. Another disappointing and yet understandable condition was the lack of regular attendance. We tried to individualize all work. Many prefer to work at home and only come to class to check their progress."

"One of my classes was moved from a church basement, a very informal setting, to a junior high school because of continual conflict with church activities. The move turned out to be a disaster. The warm congenial atmosphere of the church was replaced with the cold structure of a traditional classroom with desks neatly lined up in rows and a neurotic principal hovering over "his" building. The adults were thoroughly squelched. The atmosphere of friendly cooperation was transformed into a funeral-parlor quiet and the Adult Basic Education teachers were in a continual locked-horns position with the daytime instructors, janitors, and, of course, the principal.

This situation might have been avoided if I had been given the opportunity to meet with the principal and 'feel him out' on his attitudes. It would have been instantly obvious that he thought he was doing us a favor and would not be receptive to changes. The outcome has been that the class has disintegrated into a handful of people with no hopes of enticing the others to come back.

Another difficulty has been in the area of hiring teachers. The policy now is to recruit a class set up a location, and then hire a teacher to fill the spot. I believe the reverse should apply. Hire a teacher to intern and train in an established class with an experienced Adult Basic Education teacher, then re-assign the new teacher when an opening develops. When an experienced teacher with no background in Adult Basic Education or in working with educationally deprived adults is thrown into a class, in most cases the situation deteriorates rapidly and suddenly there's no more class. I have offered to remedy this situation by having any beginning Adult Basic Education teacher visit my classes and have encouraged them to visit as many others as possible before starting out alone. Usually, however, there just isn't the cold hard cash to pay someone while they're training and most new teachers are working full-time elsewhere and don't have the time to devote to visitations."

> The other major problem area involved a general concern about Adult Basic Education students, with reference to their recruitment, retention, or their motivation.

"HOLDING POWER"

"My greatest difficulties have been relating to the people who do not relate to the poor."

"We had a drop in enrollment from the previous two years. The reasons are still not visible. It's possible that we reached the end of the 'motivated' undereducated adults and now must work more actively for the 'hard core' undereducated people."

"A difficulty I have is with a student who finds any way possible to obtain the correct answer without doing any work for herself. She attends classes regularly but fails to get much out of them because she can't hear. She is trying to convince everyone that she can hear so she won't have to get a hearing aid."

"We were able to recruit more young students (17-20) this year. Five of these students were unwed mothers and had difficulties in securing baby sitters."

> "Our main problems seemed to revolve around apathy on the part of people who could benefit from our program."

"Strict treatment of aliens illegally employed made many deprived people stay home and wait until the storm blows over. We now feel that those who were scared are beginning to come back."

"There has been an over-all decrease in Adult Basic Education attendance. Possible reasons: need for a second job to supplement the family income, a longer season for the pickers, more babies, and fewer immigrants to the community."

"Our state has changed its compulsory education law from 18 to 16 and we had a flood of younger students who in many instances are less motivated than we had been previously used to. Because our program places so much responsibility on the individual, our holding power on these students has not been good. We are channeling them through the community college counseling service which helps some.

I'm looking for any help or suggestions anyone might have for motivating and retaining the younger-type student who has not been able to make it in public schools and whose attendance is very sporadic."

"This year we involved more high school dropouts. We became aware of several things:

1. They are very insecure.
2. Some have a problem in relating to older class members.
3. Their habit of absenteeism is carried over from high school to Adult Basic Education.
4. They are influenced by other young students.

Possible solutions:

1. Group them into a separate class.
2. Reinforce with opportunities for more successful tasks.
3. Relate the program as closely as possible to the high school curriculum.
4. Have class for this group on a different night than the older students.

We are having difficulty in getting extended time payments for students in the evening high school program."

"Some of our students have been required to come to night school to continue on their federal financial program. Thus, it becomes required schooling."

"Recruitment is the major problem. There are so many we'd still like to reach. Some find the time difficult while they're holding full time jobs. Others are still indifferent in their attitudes toward education. Some are reluctant to admit they have a desire to further their educational growth, a fear of saying they need help."

"In our Spanish class some of our people have been deported and at first it was very frustrating because I had the feeling they could be wondering if we would turn them in. But after working with them, I believe the trust we had developed before came through because our attendance enlarged again."

"We find difficulty in sustaining student interest in their advancement. This may be because after five years of Adult Basic Education service in the community the 'cream of the crop' have obtained their GED certificate and those now coming tend to be less determined and less constant in their efforts. We try to overcome this by more person-to-person visits, more coffee and refreshments, etc. We hope it has brought about an improvement, but we have no measuring stick of 'what might have been!"

"I often have students assigned to me by instructors for a basic review in a specific area. Once in awhile I get a really reluctant student who can see no reason why he should be in the learning center. I find it difficult to overcome his objections and to get something accomplished with him at the same time."

"One comes home some nights after class with much frustration after working with so many different types and ages of people. One of the speakers at the Institute said that it is only through frustration that we can get somewhere. Many times I've thought of this and it would spur me on to try to help and encourage people not to give up and not give up myself."

"One difficulty is having students who are related to one another and have a family fight. They argue as to who will come or not come to class or one won't come if the other does and vice versa. The fight has nothing to do with school and I will not take sides because both are welcome in school."

A number of miscellaneous problems were also mentioned which did not fit into the two categories above.

"COMMUNICATE OUR PROBLEM"

"Welfare workers didn't always want to cooperate by referring potential students. Finally we got together and communicated our problem. Cooperation is beginning to take place."

"We do not have sufficient funds to expand our program. In the future we hope to include more agencies and additional resource people from the community."

"The Director of the program does not really know anything about adult education. I have worked very hard to get a new Superintendent in the district who knows and understands adult education."

"The only difficulties are those concerning myself. The more I learn the more I need to learn. For each successful experience there is the question. . . 'How could it be more successful? How can I make each day a step forward to those who look to me for guidance and help?' And if I ever get to the point where I feel I can't do any better, I'll either be dead or I'll quit."

"Our biggest problem is getting the public's attention. Our publicity has been on the radio, TV, Newspaper, and notices in public places as well as grocery bag 'stuffs.' Even individuals I have personally mentioned the work to have later surprised me by their lack of knowledge. People are 'tuned out' to each other. We need to learn the art of listening, as well as speaking."

"I feel 'left out' and have been extremely embarrassed because I have been uninformed. Last fall I was not told that tuition was increased until I had collected the usual fee. Then in the spring I really turned my students off by trying to collect tuition and book fees when they had been told there was no cost at all.

Also, there is always at least a week or two of class sessions before my supplies get to me. I feel my people will waste time until they get a textbook."

"Due to my lack of experience I thought I could get to know more of the individuals in my area. However, I had an unrealistic 'picture' of how much time I have to spend on each individual. Now I have a better perspective of this and I am happy that I still get to meet a large number of the people we serve."

"Although we have a program for our Spanish-American people I really did not feel that we were reaching the people. I tried several different groups who we thought were leaders among their people only to find that the leaders considered themselves leaders but did not have a following."

"We have a new dean this year who seems to need positive proof that every new idea will be productive and gives us very little leeway, time, or materials."

"My greatest problems seemed to be those of not communicating sufficiently or effectively with other personnel. I had several head-on confrontations with people that I have since had to work with in less than a positive atmosphere. Sometimes I tend to bulldoze things through when a bit of diplomacy would be much more effective. So far most of these situations have been working themselves out with time. I think I have learned from my mistakes and will have fewer of these in the future."

PLEASE REPORT, IF POSSIBLE, ANY SPECIFIC LEARNINGS FROM THE INSTITUTE THAT YOU HAVE APPLIED AND USED THIS YEAR.

> By far the largest portion of the respondents answered this question by saying that they had tried to better understand the learners in their classes or had attempted to effect a different teacher-student role as a result of the Institute.

"INSIGHT". . . "GENUINE APPROVAL". . . "ACCEPTANCE"

"We were given (at the Institute) a list of characteristics of the adult learner which has helped me personally and which I have used (tactfully I hope) with my students to show them that they can do the learning and to dispel some of the myths about the 'old dog'."

"I feel that some of the study of the underprivileged has really given me more insight, which has resulted in more confidence on the part of my students. . . after all, this is the chief goal of my teaching."

"Lee Thayer, in his speech on communicating, asked the question, 'Are you speaking the same language?' In terms of educationally disadvantaged adults, this is a thorny problem. One must put aside his cultural hang-ups! I might personally wish someone would bathe more frequently, but this is my culture speaking to me."

"I learned to respect the members of a group and realize that they have something to add that they feel is constructive."

"I have learned a better attitude toward the whole concept of basic education with people in classes throughout the area."

"I believe I have always had a good rapport with my students. The Institute certainly broadened my viewpoint and made me more aware of the human relations side of adult education."

"Accepting the individual for what he is and recognizing his worth."

"We as teachers do not teach, but develop a stimulus for learning. I hope I've been able to develop this type of atmosphere. I'm there to help them to learn."

"We must understand their (the student's) attitudes, backgrounds, and values and do not judge them, but love them. I question them sometimes, yes, but I hope I do not judge. I do love my students and I think I'm as proud of their achievements as they are. When they are discouraged, I encourage. I'm interested in each one and in their families."

"One thing I learned was just to be myself with these people I work with. If you pretend. . . they know it. You have to make them feel comfortable and relaxed or they may never return after their first visit. You have to make yourself be on their level, not something superior to them."

"Application of the principles involved in
'I'm Okay, You're Okay'."

"I have learned to be more concerned with each individual, his problems and his goals. When I began teaching in Adult Basic Education I felt I was wasting time to visit or talk with a student. Now I realize that many times they must talk before they can study."

"One important bit of advice I brought home from the Institute was given me by a fellow instructor from another state. He said, 'If you can't help them, you can at least give them love."

"I have always accepted the statement, 'Cleanliness is next to Godliness', and no doubt have shown distaste for dirty clothes, long, dirty hair and slovenliness. I have sinced learned that if you seek to help the inner person the outer unpleasantness will usually heal itself. Genuine approval of others helps them to obtain a new and greater respect for themselves."

"The Institute has made me more aware of the problems of the adult student. Last week it did not surprise me when a new student in class said, 'They're making fun of me at home for going back to school.' It takes alot to keep coming.'

"I have found that the adult student must feel rapid successes. Some of the Adult Basic Education students are starved socially. Sitting and talking during break to make them feel more at home and more capable is important.

This year I found myself really acceptant of people. . . this I'm sure was a carry over from the Institute."

> Frequently mentioned also were instances of returning home more committed to the idea of involving people and sharing the Institute experiences with others.

"SHARING"

"At our fall workshop we used graduate students in adult education from a nearby University as discussion leaders. A list of questions was compiled from answers received on a questionnaire. These questions were brought out in the small groups with the aid of the graduate students. A leader (other than the graduate students) was asked to report his group's discussions which were shared with all present. In talking with some of the instructors later, they reported trying some of their ideas on others, and expressed satisfaction and confidence gained by being able to discuss their ideas and problems."

"One specific learning from the Institute was the idea of involving as many people as possible. When we started our learning center, we involved individuals from 22 high schools, MICA, CAP, 4 Social Welfare offices, 3 local industries, employment agencies, The Bureau of Indian Affairs, etc. As a result, we have acceptance by almost all groups."

"Most of my time has been spent sharing these learnings of the Institute with other teachers so the effects might be multiplied."

"I have learned the importance of 'instant success' to those who have a history of learning failures in the past."

"Working former students into our program is one idea we have tried since the Institute."

"I think since the workshop, I have been more ready to ask or beg anyone who I thought might be able to help our people. One day I just picked up the phone and called the Kiwanis Club and asked them if we had some people who couldn't pay for testing, would they pay the bills for them? They did!"

> Changing the programs to fit the students needs, finding oneself better able to work with other community groups, better ideas in recruiting students, and even a renewed desire to pursue further education are all ideas which participants mentioned as 'specific learnings' of the workshop which have applied to their own experiences through the following year.

"I SEEM TO BE MORE AWARE"

"Combining the two learnings, Howard McClusky's idea that the teacher-student relationship should be one of host to guest, and Al Campbell's comment that we must be public relations persons, I have tried to stress in my speeches at workshops this year that the Adult Basic Education teacher does not have a captive audience and had to make the program fit the individual, not vice versa, or the individual will simply disappear. Any hint of superiority (verbal or non-verbal) that smacks of a traditional public school program, will cause the adult to reject us. The teachers I have trained who can't or won't accept this approach are simply not worked into the program."

"After attending the Institute I seem to be more aware of the community agencies who can help out with people who have problems."

"We have tried a number of new recruiting techniques including (1) Newspaper-we solicited help from local papers to do feature articles as well as place ads. (2) T.V. and radio-we did lots of spot features and talk-show programs. (3) Fliers. . . distribution of non-wordy fliers through schools and stores and (4) Personal outreach. . . in bars, in workshops, etc."

"The Institute inspired me to enroll at the local college and update my own education particularly in math and science. It has already helped me greatly in teaching these subjects to my Adult Basic Education students."

> A few participants noted that they brought home from the Institute a resolve to do some things "above and beyond the call of duty"; that they have found satisfaction and success in going "out of their way" to help others.

"SUPPORT FOR ALL NEEDS"

"I have helped people at home, have taken them into my home, driven them to and from class, offered my name for everything from recommendations to bail bond. I have been enjoying it whether it works or not."

"Chuck Johnston said 'Adult Basic Education teachers must, in a sense, be volunteer workers- they certainly aren't in it for the money'. This means becoming involved in all areas of a student's life. If you must drive all over the countryside picking up students and taking them home-so be it. They won't get to class any other way. If you must help a young man through the tangle of red-tape at the employment office, or spell 'custodian' for him-it must be done. This means support for all needs- not just educational ones."

"Humanitarianism! Involvement of students and their families in the total program. Making participants feel as if they are part of the total program. If it is your school (the student's) then utilize its facilities."

Some participants were able to succinctly sum up their entire notion of the Institute and what it meant to them in personal terms.

"THE INTERCHANGE OF IDEAS"

"The Institute was held at the end of a full year's work. It was a time when we needed to be 'replenished.' The informality and flexibility of the Institute's structure gave us time to seek out the individuals involved in 'like situations'. The participants, para-professionals and Institute personnel felt a closeness that made the interchange of ideas for motivation, recruitment, and retention so easy. We came home feeling assured, reassured, and challenged to put forth our best efforts for the next year. We came feeling an 'emptiness' from continually 'giving out', and left with a storehouse of experiences related to many sections of our country. We are all people with a need, seeking to help fulfill other's needs. A total experience is hard to dissect."

"This is the most difficult question to answer. It was necessary to revise my attitude while in Iowa City not towards the program of Adult Education but towards the Institute itself. For several days I looked and listened finding myself increasingly frustrated and dissatisfied. I couldn't find the suitcase of new ideas I had come for. Everything discussed that was workable with my people had already been tried and was in use. I even looked at new materials on display and while they were nice, they had no application to our students or to our teachers. It was then that I discovered that there was more to give than to get. Others, I think, were of the same opinion."

"I haven't done anything shattering this year. Every year brings different people and every year we do things somewhat differently. Much of what we've done this year was a direct result of the Institute. This has been our most successful year-I'd like to think that I had some part in it too!"

"In short, the greatest outcome of my attendance at the Institute was the ability I gained in sublimating my own preconceived biases and tolerating those of other people to see and find a common ground for the betterment of my less fortunate brothers and sisters."

PLEASE REPORT ON ANY ASPECTS OF THE INSTITUTE THAT YOU HAVE BEEN ABLE TO ADAPT FOR USE IN YOUR BACK-HOME SITUATION.

This topic didn't indicate a definite preference for any one aspect that was successful back home. While a few things were mentioned more often than others it would appear that there were no trends. Apparently many aspects were adapted in various ways with equal success.

"THE INSTITUTE AS A LEARNING EXPERIENCE"

"We used the 'Microville' concept for a 2-day workshop of our own. We used the 'coffee and tea,' 'open mike,' and 'I don't care what you know until I know you,' techniques. We also got various agencies and organizations to help recruit new students."

"Advertising for class recruitment was used. This was very beneficial."

"All of the material has been very useful. Especially that list of materials available from different sources. . . some were especially good."

"I used the main program ideas and handouts from the Institute when I served as a consultant. I also used nearly all the materials for my inservice training program."

"Accepting the concept that the teacher's attitude is most important has helped me the most."

"Major stress should be in the development of an advisory committee or task force for all adult educational programs. This was brought out to us on more than one occasion at the Institute. . . that community support is needed for any program to thrive."

"I do feel that the Institute altered some of my old attitudes about adult learners and created some new ones. It certainly gave me an improved understanding of the adult learner, his social situation, and his attitudes toward education."

"Information obtained at the Institute helped us in adopting guidelines for a program that will enable one to earn the necessary credits to attain a high school diploma. I have found the lectures on communication, idea auction, re-building shattered educational egos, and working with community influentials very helpful. I have also found Russ Wilson's A Context for the Improvement of the Self-Image quite interesting."

"The 'Collection of Some Recruiting Procedures in Adult Education' handed out by Dr. Al Campbell became my Bible during the recruiting season and really helped to do the job."

"I have been able to assist in setting up better and more comprehensive workshops than I had before. The material has been a constant reference source. It is currently being studied by a sociology professor here for use in setting up an individualized study in social problems and the culture of our indigenous rural poor. I foresee a new way of approaching the people coming out of this study."

> "I have used 3 films from the Institute and ideas presented in several of the meetings. Lectures on The Games People Play and I am OK you are OK have produced merriment, understanding, and solidarity back home."

"We have adapted the small group discussion techniques and have modified Mrs. Brown's contract system to fit our classes. In fact, after looking over my lecture notes, I have found that I have really been using something from each speaker."

"The lectures were rather uninteresting. The minicourse 'County Fair,' however, provided some material that could be adapted and many of the handouts were duplicated and distributed to our teachers."

"The small group settings I have used at home with great success."

"The quiet people now have an opportunity to express themselves. I require all my teachers to read I'm OK, You're OK. I also use Russ Wilson's A Context for the Improvement of the Self-Image. The recruitment materials by Dr. Campbell are also very good."

"Changing from a lecturer type of teacher to a facilitator of learning helped a great deal. I found that when I allowed the students to participate in discussions and in the selection of materials they became more motivated in the learning process."

"The concept of involvement of community agencies and groups.
Useful lecture: 'Microville'
Useful handouts: 'Malabar Reading Series'
'Let's Learn English'
'We Speak English'"

"We are having a better relationship with community centers, the Employment Security Department, and welfare case workers. They come to us for information about materials, what tests to use, curriculum set-up for individualized instruction, vocational projects, etc."

"We have adapted the concepts of play-acting, brainstorming, Burrichter's Rebuilding Egos and Thayer's Communications. I have enjoyed Russ Wilson's A Context for the Improvement of the Self-Image."

"I gained the idea of really getting out and discussing the ABE program with people, making it better known among the general public and feeling free to encourage people to become acquainted with the program. As a member of our class graduates, I encourage him or her to pass the word along to friends who may need ABE benefits."

"The principle of life-long learning has been helpful, especially for myself. Our church group is also using the theme 'The Real Thing' incorporating the film 'The Eye of the Beholder.' The 'Good Morning' slogans were helpful. The lecture on enlisting the power structure has been a good guide. I have profited much from the I'm OK, You're OK philosophy. Several of the handouts have also been very helpful to me, such items as 'Take Time,' 'Some Common Problems in Conversation and Discussion,' and 'Force Field Analysis.'"

> "Many lectures were helpful. The one that seems to stay with me was the one by the lady from Kansas City."

"The concept of I'm OK, You're OK has helped me to create a whole new set of attitudes in dealing with underprivileged adults. I am afraid I was previously using too authoritarian approach. A much more friendly and understanding attitude has resulted in closer associations with my students."

"I was responsible for setting up an in-service meeting with ABE instructors. I used several techniques employed at the Institute. Among these were the 'Idea Auction,' the 'Inept Teacher' skit, and a lecture-discussion using overhead transparencies examining the differences between disadvantaged and the middle-class regarding their points of view on 12 different subjects."

"The lectures by Dr. Thayer, Dr. Powers, and Dr. Burrichter have been very helpful to me in working with my students."

"If nothing else, I used the Institute as a status symbol when trying to sell new materials or/and methods. When encountering skepticims I would say, 'Well, you know I felt the same way when they demonstrated this at the ABE federal workshop,' or, 'I thought the same thing until I heard about the way they handled it in the Dakotas or Hawaii.' I have also used much of the material handed out at the Institute as a base of hand-outs for teacher training."

"I have used materials given to me by the Institute staff and participants. Russ Wilson's paper has been useful with many students. The lectures were such that I will continue to refer back to them for a long time. Many offhand comments made in the general discussion groups often come to mind when similar situations arise now. In general the resource people were excellent."

"One of the important things I have learned was how to schedule the days in a workshop. In each one I have helped schedule since then, we make a point of taking time to have small group discussions or practical application of what the participants have learned."

> "If one lecture was to be selected from the entire Institute, I believe Dr. McClusky was the most stimulating and challenging to me. It seemed that he pointed out the characteristics of the under educated which are very strong assets."

"It made me feel more aware of all people's needs and desires. I also believe I have become more tolerant. I also learned that no matter what the situation in education a person held, be he an ABE teacher or a guest speaker, there was not one clear cut answer to recruiting, motivating, and retaining. Each individual has some little tidbit to contribute."

"I have a better understanding since the Institute that I do need to look into the lives of every individual who comes into our class in a very informal way. The I'm OK, You're OK feeling is very important. I have also used many suggestions of Dr. McClusky concerning testing and when to do it."

"The fellowships, visiting and exchanging ideas during the 'coffee break' made me realize how important the coffee break is for our students. Also the lecture I'm OK, You're OK helped me to feel more personal worth, both for myself and for each student. It is so necessary for the student to feel his worth so he can begin to learn."

"The relaxed attitude and down-to-earth approach has helped me develop a general acceptance that life is not necessarily as I have always seen it, or thought it should be. The messages of the lectures blended in with my total experiences during the Institute."

"I tried to make available all Institute materials for the teachers in my area. This included taped lectures, handouts, films, and filmstrips as requested by teachers in the area. In addition to those suggested at the Institute, I xeroxed articles which I found as a result of my own study at the University of Iowa and University of Nebraska libraries."

"Dr. Burrichter's presentation was outstanding. Thank you for including this in the Institute. Why did you have to save the best for last? To specifically show adaptation of his presentation is impossible, but let it be recorded that I appreciated and absorbed more of his presentation than any others! I came home and read I'm OK, You're OK before September and urged all my close friends to do the same."

"The Institute is not an isolated segment in my mind. It is a full cycle or learning experience that I have integrated into my frame of reference."

PART IV

TECHNICAL ASSISTANCE CONTINUATION, 1972-73

THE PROJECT EXTENSION, 1972-1973

The purpose of the Teacher Training Project was to provide instructional and technical services directed toward the remediation of unique problems associated with motivation, recruitment, and retention encountered by adult education personnel functioning in rural environmental settings.

During the program year there had been back-home adaptations and applications of Institute experiences and knowledge by participants who agreed to serve as Project Aids. Preparation, submission, and evaluation of diagnostic field reports from Project Aids had also occurred.

Hence, toward the end of the initial project year Institute follow-up activities had resulted in the emergence of an active, cooperative, inter-regional network of rural oriented adult basic education practitioners who had demonstrated their willingness and desire to devise and test locally-conceived innovative procedures and practices pertaining to the motivation, recruitment, and retention of educationally disadvantaged rural adults.

A continuation of technical assistance to Project Aids was perceived as a practical and effective way to maximize the overall value of the project to the national adult basic education effort. Accordingly, a 12-month extension of the project was requested from and granted by the U.S. Office of Education at no additional cost to the Government.

Upon official notification of the project extension the administrative staff and their assistants began preparation for three-day Review and Planning Sessions.

A Review and Planning Session was held at Omaha, Nebraska on September 29, 30, and October 1, 1972 for project participants who resided within U.S. Office of Education Region VII. Another Review and Planning Session was held at Salt Lake City, Utah on October 6, 7, and 8, 1972 for project participants who resided within U.S. Office of Education Regions VIII, IX, and X. These sessions achieved the following:

1. The substantive contents of the 1971-1972 field reports as submitted by Project Aids were reviewed.

2. Plans were formulated for carrying out further field tests and evluations of motivation, recruitment, and retention procedures as developed by Project Aids during the initial project year.

3. Plans were formulated for back-home adaptations and applications of the three-day work session experiences by Project Aids during the one-year extension.

As the project progressed, additional report forms were developed and sent to Project Aids concerning their 1972-1973 extended field activities. Upon receipt, these field reports were analyzed and evaluated for later dissemination.

PROGRAM

REVIEW AND PLANNING SEMINAR

Omaha, Nebraska

Friday, September 29, 1972

8:30-9:30 p.m. - Session I

Purpose of the Seminar
Anticipated Seminar Outcomes
1972 Project Aid Reports
The Seminar Program

Saturday, September 30, 1972

9:00-10:00 a.m. - Session II

Project Aid Reports
General Discussion (Experiences and Idea Sharing)

10:00-10:15 a.m. - Break

10:15-12:00 a.m. - Session III

General Discussion (Experience and Idea Sharing)

12:00 noon-1:30 p.m. - Lunch

1:30-3:00 p.m. - Session IV

General Discussion (Sharing- What Needs Doing?)

3:00-3:15 p.m. - Break

3:15-4:30 p.m. - Session V

General Discussion (Looking Ahead - Planning)

Saturday, September 30, 1972 (Continued)

7:00-9:30 p.m. - Session VI (Planning Groups)

Sunday, October 1, 1972

10:00-11:30 a.m. - Session VII (Planning Groups)

1:00-2:00 p.m. - Session VIII

General Discussion (Sharing Plans)
Closing Remarks
Adjournment

LIST OF PARTICIPANTS

REVIEW AND PLANNING SEMINAR

Omaha, Nebraska

September 29-October 1, 1972

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PROGRAM

REVIEW AND PLANNING SEMINAR

Salt Lake City, Utah

Friday, October 6, 1972

8:30-9:30 p.m. - Session I

Purpose of the Seminar
Anticipated Seminar Outcomes
1972 Project Aid Reports
The Seminar Program

Saturday, October 7, 1972

9:00-10:00 a.m. - Session II

Project Aid Reports
General Discussion (Experiences and Idea Sharing)

10:00-10:15 a.m. - Break

10:15-12:00 a.m. - Session III

General Discussion (Experience and Idea Sharing)

12:00 noon-1:30 p.m. - Lunch

1:30-3:00 p.m. - Session IV

General Discussion (Sharing - What Needs Doing?)

3:00-3:15 p.m. - Break

3:15-4:30 p.m. - Session V

General Discussion (Looking Ahead-Planning)

Saturday, October 7, 1972 (Continued)

7:00-9:30 p.m. - Session VI (Planning Groups)

Sunday, October 8, 1972

10:00-11:30 a.m. - Session VII (Planning Groups)

1:00-2:00 p.m. - Session VIII

General Discussion (Sharing Plans)
Closing Remarks
Adjournment

LIST OF PARTICIPANTS

REVIEW AND PLANNING SEMINAR

Salt Lake City, Utah
October 6-8, 1972

ARIZONA

1. Thomas J. Ralls
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1972-73 PROJECT AID FIELD REPORTS

INTRODUCTION

The 1972-73 Project Aid Report Form contained general questions which seldom seem asked about adult basic education--or at least asked of persons who know first-hand what it is *like* to be on the "action-line".

It is for this reason that the project aids again were urged to be thoughtful but also forthright and detailed in reporting "how it really is" from their point of view. This was deemed vital if their reports were to be helpful in furthering the adult basic education effort among rural disadvantaged adults.

A summation of these reports from the field as submitted by the project aids is presented in the following pages together with introductory explanations and the items to which the aids were asked to address their comments.

THE ADULT BASIC EDUCATION PROGRAM IN A COMMUNITY GENERALLY IS ONLY ONE ACTIVITY OF MANY CARRIED ON WITHIN A LARGER OPERATION. THIS OFTEN MEANS THAT INDIVIDUALS AND BOARDS, WHO ARE FAR REMOVED FROM THE ADULT BASIC EDUCATION SCENE, ARE REQUIRED TO MAKE CRUCIAL DECISIONS ABOUT THE PROGRAM. THESE DECISIONS, UNDOUBTEDLY, ARE BASED UPON INFORMATION GLEANED FROM REPORTS, MEETINGS, CONVERSATIONS, AND THE LIKE FROM PERSONS WORKING WITHIN THE PROGRAM. WHAT ARE SOME OF THE MEANS USED LOCALLY TO MAKE DECISIONS ABOUT ADULT BASIC EDUCATION MATTERS?

Describe some specific ways which "higher-ups in your situation get ideas and "inputs" from you about policies, budgets, regulations, procedures or similar matters relating to the adult basic education program.

"There are reports, but I believe informal conversations account for almost all of our productive communication."

"Staff meetings
Budget preparation with staff
Reports Quarterly
Class visits
Evaluations
Rap sessions
State Meetings and workshops"

"The Dean of Continuing Education at our college is overseer of all ABE programs within a 45 mile radius. He, in turn, uses me as a sub-director to feed information back to him in regards to materials needed, types of people being served, desires expressed by instructors I contact as to new areas, requests made by public agencies as to who we can teach and how interested individuals can get started."

"Our staff meetings are held in a very open democratic way with everyone contributing, resulting in a group effort to work out problems, policies and procedures."

"Formal visitations and routine communications by mail and phone are conducted, but, as usual, small talk 'over a-beer' is always the best method of providing other forms of 'inputs'"

"As far as how our program is run, it is left up to us. The assistant superintendent of schools approves almost everything we request within reason, and makes us feel that it is our program."

"I believe that the ideas and suggestions of teachers in ABE have too many hazards to clear before reaching the 'higher-ups.' We need 'action following conferences' rather than 'conferences following conferences.'" "New information gleaned from conferences, staff meetings, cluster sessions and director meetings are presented in written report and direct conversation."

"Newspaper and radio releases."

"Higher-ups visit classes during sessions, and they have discussions with participants." "I suggest attending County Board Meetings etc., which are 'open' meetings and one certainly can get information here."

"In the past we have taken slides of our classes and presented them to the Board of Directors. Several teachers were there to tell about their classes. We have also done this with our school superintendent, social services, etc."

"We have an open door to the higher-up's office so the best way is to make an appointment and visit personally."

THE VALUE OF ADULT BASIC EDUCATION OFTEN IS SPELLED OUT IN TERMS OF SUCCESSES EXPERIENCED BY INDIVIDUAL STUDENTS. THIS PRACTICE HAS MADE IT DIFFICULT TO DETERMINE IF ADULT BASIC EDUCATION CAN MAKE A USEFUL CONTRIBUTION TO THE LIVES OF EDUCATIONALLY DISADVANTAGED GROUPS IN GENERAL. THE PURPOSE, THEN, OF THE ITEM BELOW IS TO SEEK YOUR VIEW WITH RESPECT TO THE GENERAL VALUE OF ADULT BASIC EDUCATION.

Please explain what in your mind is the most important thing that ABE students in general seem to gain from the adult basic education program.

"Attitude change which may be categorized into two areas: (1) about society, and (2) about himself. The ABE student hopefully, through the program, becomes more adept at working within society to fulfill his individual needs."

"1. Self-confidence.
2. Respect for themselves and others.
3. Self improvement.
4. Job advancement (in some cases)."

"In my mind the most important thing a student can gain from the adult basic education program is a feeling of self-satisfaction, individual worth and importance. If an ABE student believes he is somebody he can accomplish great things."

"The fellowship they have with other students and teachers has to be an important by-product of ABE."

"Improved Self-Image"

"Status in their own family as well as in the community."

"An increased glow that comes from knowing themselves, a confidence in reaching out to obtain their goals, a knowledge of how and where to obtain the day in-and day-out assistance they might need in everyday problem solving and a new ability to solve successfully their own problems. They are BECOMING."

"A better chance in life through.

1. Better education
2. Increased self-confidence
3. A chance to mix with other students
4. Awareness of social services available
5. Readiness to get a job
6. Understanding
7. Development of confidence
8. Rapport
9. Individual and group awareness
10. Social awareness
11. Employment of better job situations
12. Basic English language skills
13. Companionship
14. Self-assurance
15. Long range goals"

"Personally, I feel that what ABE students get educationally is secondary to what they gain in other areas. Most people come to learn, and if they come regularly, they do learn."

"The idea that learning is a life-long learning process and one never stops learning also seems to be of great encouragement to some of the people who have evidenced the feeling that they are 'too old' to undertake anything new."

"They seem to begin to really believe that they can not only survive their situation but actually improve it. New experiences become less threatening. . . mistakes don't spell failure."

"This 'I can' attitude extends to the bulk of the ABE students who regularly attend. This seeing of success in their classmates develops the drive and contributes to the confidence needed to improve their life style."

MANY EDUCATIONALLY DISADVANTAGED ADULTS ARE NEITHER SOCIALLY VENTURESOME NOR HIGHLY MOTIVATED TO FURTHER THEIR EDUCATION. THESE CHARACTERISTICS MIGHT OFTEN BE OVERLOOKED WHEN CARRYING ON ABE ACTIVITIES RELATING TO RECRUITMENT AS WELL AS INSTRUCTION. IN SUCH INSTANCES, IT SEEMS LIKELY THAT THESE PERSONS MIGHT BE REQUIRED TO DO MORE ON THEIR OWN THAN THEIR OUTLOOKS AND BACKGROUNDS PERMIT.

What specific actions are personally known to you which educationally disadvantaged adults must take on their own initiative to enter and follow through an adult basic education program.

"To enter an ABE program an adult must be willing to lessen their hostilities to an unfriendly world (as they have experienced it) sufficiently to accept help and advice. The second big hurdle is to convince themselves that they can improve their living conditions and opportunities; and that they have to do something about it themselves."

"Admit to himself that he wants more education. Admit to his friends and relatives that he wants more education or has not completed his education."

"Deciding to come to class after a hard day's work or a day with the children requires motivation. Accepting negative remarks from family and friends who may not place the same value on what the individual is attempting to do."

"Either call an unfamiliar place for information about classes or go to an unfriendly place."

"They must submit to evaluation of their skills and level of education. (This must be a terrorizing experience if I can draw a parallel with my return to Graduate School and Graduate Record Exams.)"

"The people in our system must phone, or in some way contact one of the teachers or someone involved in some way."

"Emotional:

1. Overcoming 'test shyness' or 'fear of tests'
2. Maintaining identity in the face of apparent reality
3. Maintaining or gaining independent emotional stability

Practical:

1. Finding where help can be obtained
2. Asking the 'right' questions
3. Filling out information blanks
4. Verbalizing their needs-personal and academic
5. Scheduling their lives to accommodate 'everything.'
6. Keeping spouse contented and supportive

Mental (Academic):

1. Knowing diploma is possible
2. Overcoming temporary learning plateaus
3. Overcoming old 'learning blacks'

4. Not becoming over anxious to complete
5. Allowing sufficient time to reinforce new knowledge and skills"

"Read the Adult School Brochure which is mailed by the district to every home in the district. Then choose a class or classes independently or come to the school and talk with a counselor. . . and register."

"Either call an unfamiliar place for information about classes or go to an unfriendly place where the class meets. He may have to telephone from a neighbor's house, gas station, etc., and wait for someone to return his call."

"Other actions include finding a babysitter and money to pay for his class, deciding to come to class when there is family illness, parent-teacher meetings, a family crisis, the immediate and pressing needs of the children for this night."

YOUR ADULT BASIC EDUCATION "KNOW-HOW" PROBABLY HAS BEEN GAINED IN A VARIETY OF WAYS INCLUDING YOUR PRE-ABE BACKGROUND, AS WELL AS BY READINGS, CONVERSATIONS, MEETINGS, HAPPENINGS ON THE JOB, TO MENTION SOME POSSIBILITIES. ALSO, SOME OF THESE WAYS PROBABLY HAVE PROVEN FAR MORE BENEFICIAL THAN OTHERS.

> Describe briefly the way, or ways, that you have gained the most understanding and "know-how" relating to adult basic education and the life-ways of educationally disadvantaged adults.

"I have gained 'know-how' through actual experience. Teaching in ABE should be a two-way improvement; improvement for both the student and the teacher."

"I try to create an adult to adult relationship not a student to teacher relationship. Your knowledge comes from knowing your student as an individual, his problems, interests and abilities."

Indian Prayer

"Let no man judge
another until he has
walked a mile in
his moccasins."

"I am a product of adult basic education. I know that I can put myself in the position of many of our ABE folks-their worries, frustrations and happiness at success no matter how small."

"1. Actual classroom contact
2. Personal interviewing-counseling
3. Observation of these people in the community
4. Coffee breaks
5. Yearly follow-ups
6. Home environment visitations."

". . . a trusting relationship and genuine interest in seeing another develop his abilities and capabilities."

"Coffee breaks that last 30 minutes are put to better use by selecting each evening a different individual or small group of learners for a chat and discussion."

"Living in this community among the people I teach."

"Many of my friends are 'so-called' educationally disadvantaged adults. Simple courtesy and honest mutual respect will open many doors in human relationships."

"I believe that many of my personal experiences in just living laid the foundation upon which understanding can grow."

"Being a good listener. My students know I am there because I care and am interested in them. . . they work hard."

"Teaching materials and methods are not as important as watching the instructors in action relating on a one-to-one basis with the students."

"Probably most important has been direct involvement with the educationally disadvantaged in class and out-listening to students, getting involved in helping them outside of class, driving them home, assisting them when they ask, for example, for help in filling out public assistance papers."

"Much understanding comes from experience and much can be learned from failure. Insight comes from patient, sincere listening."

"I've made many mistakes and have unintentionally driven people out. But I learn from every mistake I make. The people that come have taught me about themselves."

ADULT BASIC EDUCATION USUALLY IS VIEWED IN TERMS OF ITS INFLUENCE UPON THE LIVES OF STUDENTS. HOWEVER, MANY PERSONS ENGAGED IN ADULT BASIC EDUCATION WORK HAVE FOUND THAT IT HAS MADE A DIFFERENCE IN THEIR OWN LIVES TOO. SUCH DIFFERENCES FREQUENTLY ARE RELATED TO JOBS AND CAREERS, COMMUNITY AWARENESS, SOCIAL OUTLOOKS, EDUCATIONAL VIEWS, SELF-IMAGES BUT ALSO TO MANY OTHER MATTERS OF INDIVIDUAL IMPORTANCE. NOR ARE THESE DIFFERENCES ALWAYS OF A POSITIVE NATURE.

Please indicate in a general way, or specifically, what has been happening to you over time that seems to be a direct result of your involvement in adult basic education work.

"Here I am doing what I love to do-teach, but without the discipline problems inherent in the public schools. I am working with adults who are there because they want to be. Often when I get home at night I'm "high" just from teaching a class. . . and it's the greatest feeling."

"An awareness of the richness and variety of life. A terrible sadness when I see a teacher teaching material and not people."

"My involvement in adult education during these last six years have made me less of a snob. I have found great nobility in adults who are trying to better themselves in spite of surroundings, and lack of understanding from their family and friends."

"I'm trying to develop the ability to make everyone feel he is important to me, hoping he will learn that he is important to himself, and his future does make a difference. I want him to succeed."

"I have improved my teaching techniques, individualized instruction, attempted to keep an open mind, and gained many more new ideas than I use."

"In my case the Mexicans and the Mexican-Americans, who form the greater part of my students, took on human shape. I admit that I have harbored prejudices against these ethnic groups that I was never aware of."

"'People who need people are the luckiest people in the world.' This is selfish on my part but I needed these people. I had the joy of giving when it was not expected. How rewarding!!!"

"I have never enjoyed listening to negative statements about certain groups of people (such as ethnic groups, educationally disadvantaged, etc.) Some people might say I have become intolerant in this respect."

"As an instructor one does get involved with some of the student's personal problems-which isn't always good."

"It has helped me to become realistic about my own efforts--they are lost except on a one-to-one ratio and that I can do on my own. I have become much more aware of my own human qualities-good and bad-and can talk pretty freely about both. Being less than perfect doesn't bother me any more."

"The greatest, I think, is to find I can do a job-to find I have the ability to do it. I have set new goals for myself."

"I find that I am constantly reassessing my own values along with the values of the community. I have rejected many of the values of suburbia and have added new values that are more comfortable to live with."

"I have grown"

"As a direct result of my involvement in adult basic education, traditional schools now 'turn me off' as much as they have turned off many of my ABE students. I have been fortunate at this time to have found an innovative educational system, and to work and share ideas with educators whose vision of where they are and where they are going in education continues to nearly blow my mind."

AN ADULT EDUCATION AXIOM IS THAT PROSPECTIVE ADULT LEARNERS SHOULD HAVE AN IMPORTANT SAY IN DEVELOPING PROGRAMS OF EDUCATION THAT ARE TO SERVE THEM. SUCH "INPUTS" PROVIDE GREATER ASSURANCE THAT THE RESULTING EDUCATIONAL ACTIVITIES WILL BE GEARED TO THE ON-GOING MOTIVATIONS AND INTERESTS OF THE GROUP IN QUESTION, AND THEREBY, BE MORE ATTRACTIVE TO THEM.

> Please report ways personally known to you which have been used to enable educationally disadvantaged adults to take part in deciding what the adult basic education program should include to best serve them.

"We have invited several of the students. . . past and present to become members of advisory councils (but only two accepted)."

"The students and I talk about how they want me to teach them. They prefer personal contact rather than working alone. I try to find out if they are benefitting from using the machines by checking on their work."

"The following are ways we have involved the adults in developing programs:

1. Communilink committee surveys of community needs.
2. Parent (Indian) advisory committee input.
3. Individual adult input.
4. Adult Basic Education and Adult Education director survey needs.
5. After individual and group needs are assessed the director initiates programs and classes."

"Show what we can teach and ask them to help in planning the program according to their needs which might vary from group to group."

"You periodically stop and ASK them what they want to do. It is not an automatic curriculum but flexible."

"I want students to keep in mind the travel agency concept when they come to class. Then they share input when answering questions like, 'Where do you want to go?' 'How long.' 'Do you have a friend who might want to come to class also?' I also want them to see class as a supermarket where there is a wide variety of options."

"If educators would just ask, and then listen."

"Our adult students were on a panel at a state-wide institute attended by administrators of ABE programs."

"We try to have the students inter-act in small group discussions concerning additional resources that they would like implemented."

"With a great deal of trepidation we had a Christmas party for the first time. It was a smashing success. Next year we'd like to have the class plan the party instead of us."

"1. Personal interviews (in a comfortable atmosphere)
2. Questionnaire (no names asked)
3. Open letters and open telephone lines (no names asked)

4. Open panels in which they may air any opinion.
5. Working with social workers.
6. Upon completion of the course they are asked to give a very critical review of the program, and how they think it can be improved.
7. Basically most of these people are so beautifully frank with you that you have no problem in finding out what they think and want."

THERE IS A TENDENCY IN ADULT BASIC EDUCATION CIRCLES TO FOCUS ATTENTION UPON WAYS OF GETTING HELP FROM COMMUNITY GROUPS AND AGENCIES. AS A RESULT, IT SEEMS VERY POSSIBLE THAT SOME CONTRIBUTIONS MADE BY ADULT BASIC EDUCATION PROGRAMS TO COMMUNITY WELL-BEING HAS BEEN OVERLOOKED. PERHAPS SOME INDIVIDUALS, GROUPS, OR AGENCIES. . . INSPIRED BY THE BASIC EDUCATION EFFORT. . . HAVE UNDERTAKEN NEW ACTIVITIES, SERVICES, OR PROGRAMS OF GENERAL COMMUNITY BENEFIT.

Please describe any efforts underway in your community relating to human betterment which you consider to be a direct result or outgrowth of adult basic education activities.

"One definite outgrowth in our community which has resulted in human betterment, and which is a direct result of ABE activities, is a decided change of attitude in our City Building employers to their employees in the Fire Department, Sanitation Department, etc. The city now offers a bonus in extra free time for classes, study, etc., as well as new salary consideration when a High School Equivalency Diploma is attained."

"Most effective, is the person to person effort. Those who have profited through working in ABE classes continually influence friends and relatives to take advantage of the ABE help which they experienced."

"The local Chamber of Commerce uses the enclosed ABE brochure to inform new residents of one of the educational opportunities available to its residents. . . this is also included in the Welcome Wagon packet."

"Two civic clubs have searched the records of the Immigration Service for potential students."

"In one of the nearby communities when NRO shut down the people as a whole got together and found ways to keep ABE money coming in for classes."

"The following community and social activities are now underway as an outgrowth of Adult Basic Education:

1. Establishment of a 'Communilink' committee.
2. Establishment of a migrant council.
3. Establishing of an Indian Parent Advisory Committee.
4. Establishing of a Student Referral Committee.
5. Establishing year around Indian and Migrant kindergartens.
6. All teaching personnel in the school system are now informed of special programs being carried out."

"To my knowledge, the employers of some of my students have shifted their days off or working time to coincide with their school hours."

"The community has established free employment agencies employing bi-lingual personnel."

"New social centers have sprung-up, mostly supported by individuals to help Mexican nationals (the Mexican nationals are not welcome in the centers run by Mexican-Americans)."

"In our area, a volunteer recruiter for ABE discovered through her work community needs for the elderly which were not being met. She left teaching on the college campus to become involved full-time coordinating a program of activities for the elderly."

"A one-to-one volunteer tutor program has been established in connection with the Independent Learning Center."

"One of our ex-high school equivalency students, who seems to accept life on ADC, has organized a group who exchange clothes, rides, household goods (especially baby things), job information, help to repair beat-up housing, etc. This may not come as a result of her equivalency class experience, but I know the girls were really exchanging baby clothes and things in class while she was there."

APPENDIX

INTRODUCTION

A great deal of resource material was made available to the participants during the 2½ week training institute. This took the form of books, xeroxed journal articles, and current texts and workbooks which were available from companies that published ABE materials. A room was set aside and served as a mini-library which participants could use at their convenience.

This appendix contains a bibliography of materials and a list of films which were made available to the participants.

A SELECTIVE BIBLIOGRAPHY OF RESOURCE MATERIALS FOR ADULT BASIC EDUCATION

By

Richard Vicker
(Staff Assistant)

The following materials were considered some of the better readings taken from the vast amount of literature which was available. Many of these were made available in the ABE Reading Room for the participants' inspection during the Institute. All the material dealt in some way with adult basic education, ranging from broad sociological implications to quite practical considerations.

Aware of the fact that many of the Institute participants had little time available to search for pertinent professional reading material, this bibliography was compiled as an aid to them if they wished to add to their home library or ask their school district, local public library, or nearest college library to acquire material.

Books/Monographs:

Adrian, Charles R., ed. Social Science and Community Action. East Lansing: Michigan State University Press, 1960. 55 pp.

Adult Armchair Education Program, A Branch of Opportunities Industrialization Center, Inc. 1404 Ridge Ave., Philadelphia, Pennsylvania. A series of 5 booklets on ABE are available:
Book 1: The Importance of Recruitment. 6 pp.
Book 2: Building Recruitment Resources. 8 pp.
Book 3: Recruiting the Recruiter. 6 pp.
Book 4: Recruiter Training. 10 pp.
Book 5: Planning a Recruitment Campaign. 8 pp.

Adult Basic Education Recruitment Kit. Morehead, Kentucky: Appalachian Adult Basic Education Demonstration Center, Morehead State University, 1970.

Anderson, Darrell, and John A. Niemi. *Adult Education and the Disadvantaged Adult*. (Occasional Paper No. 22) Syracuse, N.Y.: Syracuse University Publications in Continuing Education, 1969. 96 pp. $1.50.

Chapman, E.N. *Your Attitude Is Changing*. Chicago: Science Research Associates, Inc., 1966. 217 pp. (A 23-page Teacher's Guide is also available.)

Chilman, Catherine S. *Growing Up Poor*. Washington, D.C.: U.S. Government Printing Office, 1966. 117 pp. 45 ¢

Coles, Robert, and Al Clayton. *Still Hungry in America*. New York: World Publishing Company, 1969. 115 pp. $6.95.

Counseling and Interviewing Adult Students. Washington, D.C.: National Association for Public School Adult Education, 1960. 24 pp. 50¢.

Davidson, Edmonia W. *Family and Personal Development in Adult Basic Education; Curriculum Guide and Resource Units*. Washington, D.C.: National University Extension Association, 1971. 200 pp. $2.95.

Ferman, Louis A., Joyce L. Kornbluh, and Alan Haber, eds. *Poverty in America; A Book of Readings*. Ann Arbor: University of Michigan Press, 1965. 532 pp.

Fishman, Leo, ed. *Poverty Amid Affluence*. New Haven, Connecticutt: Yale University Press, 1966. 246 pp.

Florida State University. Adult Education Research - Information Processing Center. Research to Practice Series. (Department of Adult Education, Tallahasse, Florida.) A series of ten booklets written primarily for the ABE practitioner, variously priced at $1.50 or less. Of particular interest to Institute participants may be numbers:

1: *Recruitment in Adult Basic Education*.
2: *Starting Students Successfully in Adult Basic Education*.
3: *Decision-making in the Planning and Implementation of Instruction in Adult Basic Education*.

6: The Role of the Paraprofessional in Adult Basic Education.
7: In-Service Education in Adult Basic Education.
8: Facilitating Learning Through the Use of Supportive Services in Adult Basic Education.
9: Preventing Dropouts in Adult Basic Education.
10: Program Evaluation in Adult Basic Education.

Gore, William J., and Leroy C. Hodapp, eds. Change in the Small Community; An Interdisciplinary Survey. New York: Friendship Press, Inc., 1967. 222 pp.

Griffith, William S., and Ann P. Hayes. Adult Basic Education; The State of the Art. Washington, D.C.: U.S. Government Printing Office, 1970. 240 pp. $2.00.

Hathaway, Dale E., J. Allan Beegle, and W. Keith Bryant. People of Rural America. (A 1960 U.S. Bureau of the Census Monograph.) Washington, D.C.: U.S. Government Printing Office, 1968. 289 pp. $3.50.

Herzog, Elizabeth. About the Poor; Some Facts and Some Fictions. Washington, D.C.: U.S. Government Printing Office, 1967. 85 pp. 35¢.

Irelan, Lola M., ed. Low-Income Life Styles. Washington, D.C.: U.S. Government Printing Office, 1968. 86 pp. 35¢.

Jacobs, Paul, "America's Schizophrenic View of the Poor," in Poverty: Views from the Left. New York: William Morrow & Co., Inc., 1968. pp. 39-54.

Kramer, Ralph M. Participation of the Poor: Comparative Community Case Studies in the War on Poverty. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1969. 273 pp.

Lanning, Frank W. and Wesley A. Many, eds. Basic Education for the Disadvantaged Adult: Theory and Practice. Boston: Houghton Mifflin Co., 1966. 411 pp.

Levitan, Sar A. The Great Society's Poor Law; A New Approach to Poverty. Baltimore: Johns Hopkins Press, 1969. 348 pp.

Lippitt, Gordon L., "The Importance of Human Resources in Community Resource Development," in Community Resource Development, Proceedings of the 1st National Extension Workshop in CRD, Michigan State University, July 12-30, 1965.

Lorge, Irving, Howard Y. McClusky, and Gale E. Jensen. *Psychology of Adults*. Washington, D.C.: Adult Education Association of the U.S.A., 1963. 30 pp. $2.00.

McGuire, Joseph W., and Joseph A. Pichler. *Inequality: The Poor and the Rich* in America. Belmont, California: Wadsworth Publishing Co., Inc., 1969. 162 pp.

Mangano, Joseph A., ed. *Strategies for Adult Basic Education*. Newark, Delaware: International Reading Association, 1969. 82 pp.

Prentice-Hall Adult Education Series. (Prentice-Hall, Inc. Englewood Cliffs, New Jersey.) A series of seventeen paperback books dealing with various aspects of teaching and administration in adult education, priced at $3.95 each. Of particular interest to Institute participants may be numbers:

1: Administrator's Guide to Training Paraprofessionals.
4: *Developing Successful Community Assistance Programs*.
6: *Guide to Curricula for Disadvantaged Adult Programs*.
7: *The High School: Establishing a Successful G.E.D. Program*.
8: *How to Administer Programs for Disadvantaged Adults*.
13: *Special Counseling for the Disadvantaged Adult*.
14: *Special Techniques that Work in Teaching the Culturally Deprived*.
15: *Teaching Reading to the Disadvantaged Adult*.
16: *Teaching the Disadvantaged Adult*.
17: *Using 'Real Life' Materials for the Culturally Disadvantaged*.

Rural Poverty and Regional Progress in an Urban Society. (Fourth Task Force Report on Economic Growth and Opportunity.) Washington, D.C.: Chamber of Commerce of the United States of America, 1969. 268 pp.

Shostak, Arthur B., and William Gomberg, eds. *New Perspectives on Poverty*. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1965. 185 pp.

Smith, Edwin H. *Literacy Education for Adolescents and Adults: A Teacher's Resource Book*. San Francisco: Boyd & Fraser Publishing Co., 1970. 161 pp.

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Analyzes the concept of communications, presents the basic components of a communications system and assesses the factors which affect the transfer of an idea through such a network. With this information assimilated, the resemblances and differences between types of communication systems such as the digital computer and the human nervous system, can be evaluated and better understood.

Communications Revolution, The

Edgar Dale, Marshall Mc Luhan, Gilbert Seldes, and I. Keith Tyler discuss the impact of the information explosion and the mass media of communication on Western civilization. Raised are the questions of "cool" and "hot" media, of a new global culture made possibly by radio, and a new distribution of power through a re-distribution of information and the inevitable need for discrimination in teaching media.

Community Education, The Search

A report on an outstanding example of cooperation between a community and a university, showing how Louisville, the university, the local board of education, and the public library have combined efforts and resources to make a campus of the entire city for the entire population.

The Eye of the Beholder

Dramatizes a twelve-hour period in the life of Michael Gerard, an artist. After a brief introduction of cartoon illustration which makes the point that we can easily be misled, we see Michael in his studio, standing amid a disarray of spilled paints and a knife, with an apparently lifeless young woman lying on a couch. From here, the film flashes back to give the impressions Michael has made in the minds of five people with whom he has come in contact.

Hunger in America

Presents a study of areas in Texas, Alabama, Virginia, and Arizona dealing with poverty among Mexican Americans, the Negro, the poor white and American Indians. Suggests remedies and a study of the current food programs.

Hypothese Beta

A funny cartoon, with a serious message. An isolated perforation on a punch card becomes bored between readings. Looking for action it tries to join various well-behaved groups of perforations, but without success. Finally it creates chaos out of order. Moral: In a world of nuclear power, accident and misunderstanding can mean disaster.

To Touch A Child

Shows how a specific school--Cook School in Flint, Michigan--and ultimately the whole school system to which it belongs, became transformed from exclusive classroom functions to a comprehensive community center offering participation activities for people of all ages through use of recreational, educational facilities special self-help and health functions. Reviews events leading to the transformation, and indicates the benefits accruing both to the community and to the school.

Unwed Mother Interview

Demonstrates for the benefit of social workers four studies in interviewing technique. Part I takes place in a hostile atmosphere. Part II the same as the first, but with audible "voice-over" thoughts of the participants indicating the motivations for the verbal exchanges. Parts III and IV follow same pattern, but in a situation in which a more productive rapport has been achieved. Sponsored by the California State Department of Social Welfare.

Why Man Creates

Demonstrates the nature of the creative process and the variety, richness, and importance of creative vision.

ABE in Missouri

Black and White

Short on ABE classroom in Sioux City

I Couldn't Write My Name

Shows practices in WIN Program's classrooms

Poverty In Rural America

A CBS Documentary

Promoting, Recruiting and Retention in ABE

A 18 minute filmstrip

What Is Adult Education

A 5 minute film

TV Film

Two one minute films on TV spots which have been used with success for recruitment.